NEW METHOD ENGLISH

FOR THE ARAB WORLD

by MICHAEL WEST

CLASSBOOK ONE

(FOR THE SECOND YEAR)

NEW METHOD
ENGLISH
for the Arab World

CLASSBOOK 1

(*For the Second Year*)

Presented to
The Warwick ELT Archive
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MICHAEL WEST
M.A., D.Phil.

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ILLUSTRATED BY ROSEMARY BROWN

LONGMANS

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(One lesson does not mean one class period.)

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PART I

You now know 520 words from the Primer

Lesson One

WOMAN, THE GREAT INVENTOR

A. Inventor. New. Which. Before. About 15,000. Ago.

A cave.

[Gramophone.]

An inventor is a man or woman who makes some new thing which was never made before. Edison was an inventor; he invented the *gramophone*. The Arabs invented the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 0 which everyone uses now.

Who was the first great inventor?

One of the first and greatest inventors was a woman. She invented two great things. We do not know what her name was. We do not know where she lived; we do not know when she lived. She lived in a cave about fifteen thousand years ago.

1. What is an inventor?—"A man or woman who...."
2. What did Edison invent?
3. What did the Arabs invent?
4. Who was one of the first great inventors?
5. Where did the first great inventor live?
6. When did the first great inventor live?

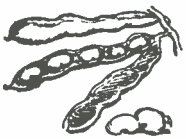
B. Animal. Brought. Cook. Meat. Fire. Burn (burnt).

The first men lived in caves. They had no houses. They ate the food which they could find. When they found no food, they did not eat.

The man went out into the forest and killed birds and animals and brought them back to the cave.

The woman cooked the meat over the fire. She had no cooking-pots. Sometimes the food was burnt and was not nice to eat; sometimes the food was not cooked enough; and sometimes they had no food to cook.

1. In what did the first men live?
2. What food did they eat?—"The food which ...."
3. What did the man do in the forest?
4. How did the woman cook the animals?
5. The woman had no—what?
6 Sometimes the food was ... (*a*) ... and sometimes it was not ... (*b*) ....



C. Fruit. A seed. A bean. Keep. Throw away (thrown).

The woman went out of the cave and found fruit and beans and other seeds which could be eaten. When she found some good fruit, or some beans, or seeds, she brought them back to the cave.

She did not keep food in the cave. She did not keep the seeds or beans or fruit in pots. She had no pots.

When some food was not eaten, she threw it away: the uneaten food was thrown away outside the cave.

1. What food did the woman find?—" ... (*a*) ..., ... (*b*) ..., ... (*c*) ... ."
2. What did not the woman do?
3. What did she do to the food which was not eaten?
4. Where was the uneaten food thrown?

D. Remember. Other. Grow. (It grew. She grew it.) A plant. (She planted it.)

The woman threw away the food which was not eaten. She threw it away outside the cave.

One day the woman looked outside the cave. She saw a lot of new plants growing there. She remembered the beans and other seeds which she threw away. These seeds grew, and now they were plants growing outside the cave.

The woman said, " I will not go out and look for beans and seeds any more. I will plant seeds outside the cave; I will grow food near the cave."

So the woman planted seeds outside the cave. She invented the first garden.

1. What did the woman see outside the cave?
2. What did she remember? " The ... (*a*) ... and other ... (*b*) ... which she ... (*c*) ... ."
3. What did the seeds do?
4. What will she not do any more?
5. What will she do?
6. What did the woman invent?

Lesson Two. Exercises

A. Ago. Learn (learnt).

[*Ask and answer*]

1. When did you first go to school?
   —" I first went to school ... years ago."
2. When did you come to school this morning?
   —" I came to school ... hours ago."

3. When did you get out of bed?
   —" I got out of bed . . . hours ago."
4. When did you begin learning English?
   —" I began learning English . . . year(s) ago."
5. When did you learn to read?
   —" I learnt to read . . . years ago."

B. Bring, brought. Bag.

[*Read; then ask and answer questions*]

1. Jalal brought a goat in his cart from the field to his house.
2. Adeeb brought a box of eggs on his bicycle from his brother's house to his home.
3. Karim brought a bag of seed from the hut to his field. He brought it on a donkey.
4. The teacher brought the boys' books from his house to the school. He brought them in a bag.

1. Who brought the . . . ?
2. What did . . . bring?
3. Where did he bring it to?
4. Where did he bring it from?
5. How did he bring it?

C.

[*Say and write sentences using these words*]

Keep. Throw away.

" keep . . . ; I do not throw them away. I throw away . . . ; I do not keep them."

1. Good eggs: bad eggs.
2. New clothes: very old clothes.
3. Nice flowers: dead flowers.
4. Good apples: bad apples.

Fruit

[*Read; then ask and answer questions.—Do NOT say Fruits!*]

Sami has some fruit-trees in his garden. He has two apple-trees and three orange-trees. He gets a lot of fruit from the orange-trees, but he got only ten apples from the apple-trees.

1. What has Sami in his garden?
2. How many fruit-trees has Sami?
3. How much fruit did Sami get from his orange-trees?
4. How much fruit did he get from the apple-trees?

D. Grow. Grew. Grown.

When Fares was a boy he wanted to be a gardener and **grow flowers.** Fares **grew up** and became a gardener. He grew fruit-trees in his garden. When the trees **grew big** he got a lot of fruit. He sold the fruit and he **grew rich.** He has **grown richer and richer.**

1. What did Fares want to do?
2. What did Fares do?—" He ... and became ....."

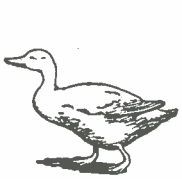
3. What did Fares grow?
4. What did the trees do?
5. What did Fares do?

You now know 549 words

Lesson Three

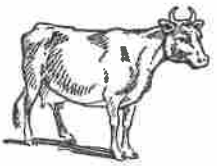
THE FIRST POTTER

A. For (a time). Kept. His own.

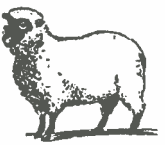


Duck.

Goat.



Cow.



Sheep.

Before that time men never lived for a long time in one place. They killed most of the animals and birds in one place; then they went to another place where there were more animals and birds to kill.

Now the woman had a garden; so she did not want to go away. So the man made fields for his animals. He kept his cows and his sheep near his home. He made fields for them. And he kept other animals: he kept goats; and he kept hens and

ducks. He grew food for his animals; so he needed fields for that.

The man and the woman went away from the cave; they made a house where they could have a good garden and make good fields.

The woman first invented growing our own food. The man invented fields and growing food for animals.

1. What did men never do before that time?
2. Why did not the woman want to go away?
3. What animals did the man keep?
4. What birds did he keep?
5. What did the woman invent?—" ... your ... ."
6. What did the man invent?

B. Soft. Hard. Clay. She covered it. /-ly (Nicely).

The woman cooked the meat over the fire. Sometimes the fire burnt it and it was not nice to eat, and sometimes it was not cooked enough.

So one day the woman got some soft clay. She covered the meat with soft clay and put it in the fire.

The meat was cooked inside the clay. The clay became hard in the fire. She broke the hard clay and took the meat out of it.

The meat was very nicely cooked inside the clay.

1. What did the woman cook over the fire?
2. The meat was sometimes—what?
3. Sometimes the meat was not—what?
4. What did the woman get?
5. What did she cover the meat with? With what did she cover the meat?
6. Where was the meat cooked?
7. What did the clay become?
8. How was the meat cooked?

C.

A ball. Cold. (**Another.**)
(**Potter.**) (**Somewhere.**)

Then the woman said, " The clay was soft; but now the hot fire has made it red and hard. I will make a ball out of soft clay. I will make a big hole in the ball. I will put it in a hot fire. The fire will make it hard. Then, when it is cold, I will keep water or food in it."

So the woman invented the first pot. She made many other pots, and kept food in them. She kept water in one pot, she kept milk in another pot; she kept beans in another pot. She made cooking-pots and flower-pots.

The first potter was a woman. No one knows where she lived. She lived in a cave somewhere, some time about fifteen thousand years ago.

1. What did the fire do to the soft clay?
2. What will the woman make?
3. What will she do when the clay is cold?
4. What did the woman invent?
5. What did the woman put (*a*) in one pot?
   (*b*) in another pot?
   (*c*) in another pot?
6. What other pots did she make?
7. Who was the first potter?

Lesson Four. Exercises

A. For (a time). (Home-work.)

[*Ask and answer*]

1. For how many hours do you sleep at night?
2. For how many hours are you at school in the day?
3. For how many hours do you do home-work?
4. For how many days in a week do you go to school?
5. For how many days in a week are the big shops open?

Own. Of your own. He owns.

1. Is this your own book?
2. Do you keep your own cow, or do you buy milk?
3. Have you a bicycle of your own? Do you own a bicycle?
4. Say the name of a man who owns a big house.
5. What is a land-owner? Say the name of a big land-owner.

B. /-ly.

[*Write adverbs and write the meaning of each*]

1. Bad
2. Beautiful
3. Foolish
4. Happy (happi-)
5. Nice
6. Unhappy (-i-)

[*Write questions and answers, using these adverbs. Example:—*]

How does Habib read?—Habib reads beautifully.
[read, write, talk, walk, live.]

C. Hard. Soft.

[*Ask and answer*]

Is [clay] hard or soft?

1. clay
2. stone
3. soap
4. cloth
5. glass
6. bread
7. a bed
8. a table

Ice. **Snow.**

Is [ice] hot or cold?

1. the sun
2. ice
3. fire
4. snow
5. Egypt
6. Iceland

You now know 569 words

Lesson Five. Dictation

Buy—bought. Bring—brought. Think—**thought.** Know—**knew, known.** Grow—grew—grown. **Somewhere** [*one word*]. **A**frica [*big A*].

1. I asked, "Do you know any new stories?" He knew no new stories.
2. He bought some meat and some fruit and brought them to the tent. I thought that the meat was bad.
3. Have these beans been cooked?—Yes, but they have not been cooked enough.
4. I knew Jamal when he was a boy. He grew up and became a doctor. He is living happily in a small village somewhere in Africa.
5. Was this fruit grown in your garden?—No, I do not know how to grow fruit.

Lesson Six. Review

A.

[*Read one section of the Review Exercise with the answers: (they are given in The Companion). Then turn The Companion face down and read the Review Exercise, filling in the missing words from memory. Do the whole exercise in this way.*]

1. It is not old; it is . . . .
2. I do not want that book; I have read it . . . .
3. There is a bear living in a . . . in the hill.

4. It is now 1952. I came here in 1942, ten years ....
5. She cut some ... (*a*) ... off the dead ... (*b*) ... and she ... (*c*) ... it in a pot.
6. It is 39 metres long; it is ... 40 metres long.

B.

1. The food fell in the ... (*a*) ... and was ... (*b*) ... ; so we could not eat it.
2. These apples are bad; I shall ... (*a*) ... them...; but the oranges are good ; I shall ... (*b*) ... them.
3. Can you ... the name of the man that we saw yesterday?
4. He ... (*a*) ... a seed and it ... (*b*) ... and became a big ... (*c*) ....
5. Is this your ... bicycle?—No; it is my brother's bicycle. I do not ... a bicycle.

C.

1. ... (*a*) ... live on water; ... (*b*) ... and ... (*c*) ... live in the field, and ... (*d*) ... live on hills and stones.
2. Cloth is ... (*a*) ... but wood is ... (*b*) ....
3. The floor is dusty; it is ... with dust.
4. The ... (*a*) ... makes pots out of ... (*b*) ....
5. When water is very cold it becomes ... (*a*) ... or ... (*b*) ....

Lesson Seven

A POEM, THREE SAYINGS, AND SOME RIDDLES

A. Poem—**The Colours**

Blue, Green, Brown, Yellow, Red, Grey, White
—Sand.

Blue sea

Green tree

Brown hand

Yellow sand

Rose—red

Grey head

Snow—white

Black night

B.

A watch. (To tell the time.) Well. Bell. Without. Welcome. Both. To ring.

What the clock (or watch) says:

It is my work the time to tell;
It is your work to use it well.

What the house says:

Without God's hand
No house can stand.

What the bell says:

Ring me! I am near the door;
Welcome all! both rich and poor!

C. SEVEN RIDDLES

Mouth.

Needle.

[*See y you can answer these riddles. The teacher has the answers*]

What am I?—

1. I have a head, but no eyes or nose or mouth.
2. I have one eye, but no head.
3. I have arms and a back, but no legs.
4. I have two arms and four legs—but no face.
5. I have a face and hands, but no eyes.
6. I have a head and a foot, four legs, but no face.
7. I have eyes and a mouth, but no legs or arms.

You now know 587 words

Lesson Eight. Exercises

A. Colour.

[*Ask and answer*]

1. What colour is * [your coat]?
   [My coat] is [brown].
   * [your coat; your pen; your pencil; your (English) book; your mouth.]

2. What colour is † [milk]?
   [Milk] is [white].
   † [gold, bread, snow, ink, paper.]

3. What colour are ‡ [trees]?
   [Trees] are [green].
   ‡ [cigarettes, camels, eggs, buses, bus-tickets, roses, your shoes, your eyes, soldiers' coats.]

B. Tell the time. A watch.

[*Ask and answer*]

1. When did you learn to tell the time?—"I learnt to tell the time when I was ... years old."
2. What do you look at when you tell the time?

3. Have you got a watch? Look at your watch and tell me the time.

4. How do you tell the time without a watch or clock?—" . . . by . . . ."

5. Ask me the time—" Please tell me the time."—" The time is . . . ."

Ring (rang, rung). Ready. Ill.

1. 2 3. 4. 5.

1. Jihad rang the bell because the train was coming.
2. Habib rang the bell because there was a fire in the village.
3. Anwar rang the doctor's bell because he was ill.
4. Nadia rang the bell because dinner was ready.
5. Sami rang the bell because it was time for school.

[*Ask and answer*]

Why did [Jihad] ring the bell?

[*Say or write similar sentences*]

I cannot [write] without [ink] *

* [1. food. 2. water. 3. soap. 4. eyes. 5. ears.]

Person. Tell. Well.

[*Ask and answer*]

Tell me the name of a person who [writes]* well.

*1. reads
2. runs
3. plays football
4. swims
5. jumps
6. rides

Tell a story. About (=*concerning*).

1. Tell me the name of a person who tells good stories.
2. Tell me the name of a good story.
3. Tell me the name of a story about an [animal]. [a King; an Emir; an elephant; a woman in a cave.]
4. What is the [first] story in this book about? [second, third.]
5. Who told you stories when you were small?

C.

Sew.

Prick.

Thread.

1. With what does a woman sew?
2. With what does a doctor prick your arm?
3. What does a woman do with a needle?
4. What does a doctor do with a needle?
5. Who uses a needle in your home?
6. This is thread. What do you put in the eye of needle?

1. [*Write these words five times each*]

Blue, Grey, White, Night.

2. [*Write the poem and the sayings from memory*]

3. [*Write three riddles of your own. Can you make riddles with these answers?*]

1. An ant; 2. An axe; 3. A camel;
4. A tree; 5. A telephone

You now know 597 words

Lesson Nine. Review

A. [*Do this as described on page 18.*]

1. What is the ... of your new coat?—It is brown.
2. Some roses are ... and some roses are ...
3. Gold and oranges are ....
4. The old man's head is ....
5. Trees are ....
6. The sea is ....

B.

1. I cannot buy things ... money.
2. I hear the school ... ; we must go in to school.
3. You did not do the work ... ; you must do it again.
4. I will give you a watch when you know how to ....
5. What has a very small hole and is used for sewing?
6. I ... my hand with a pin.

C.

1. The food was on the table, so the servant ... the bell.
2. Ten people; one ....
3. The mother ... (*a*) ... ... (*b*) ... to the children.
4. Is the food ...? No, it is not cooked.
5. I put food in my ...; my ... is in my ....
6. What do camels walk on? On ....

D.

1. Come in! Oh ...! I am pleased to see you.
2. Look at your ... and tell me the time.
3. There are many good ... in *The Arabian Nights*.
4. There is a hole in my coat; please ... it up for me.
5. We must run to school. I hear the ...!

Lesson Ten

THE CITY MOUSE IN THE COUNTRY

A. Going to. Now, —. A mouse (mice). The country. A city.

I am going to tell you a story about two mice. Then I am going to ask you what you have learnt from this story.

Now, there were two mice. One mouse was a Country Mouse, and the other mouse was a City Mouse.

The Country Mouse lived in the country: it lived in a hole in a field.

The City Mouse lived in the city: it lived under the floor of a house.

1. What am I going to do?
2. What animal is the story about?
3. What am I going to ask you?
4. Once there were two—what?
5. Where did one mouse live?—" In the . . . ."
6. Where did the other mouse live?—" In the . . . ."

B. Stay (stay with). You may. As (long) as. Large. Sky. Pretty.

One day the Country Mouse said to the City Mouse, " You must come and stay with me in the country. You may stay as long as you like. You will be very happy in the country. My hole is large enough for two. You may go for nice walks in the fields. You will see the blue sky and the pretty flowers. The country is very pretty now and you will be very happy."

So the City Mouse said, " Thank you, I'll come. I shall be very pleased to come and stay with you."

1. What must the City Mouse do?
2. How long may the City Mouse stay?—"... he...."
3. How large is the hole?
4. What may the City Mouse do?
5. What will the City Mouse see?—"The ... and the ...."
6. What did the City Mouse answer?—"I shall be pleased to ...."

YOU NOW KNOW A QUARTER ($\frac{1}{4}$) OF THE WORDS IN THIS BOOK

C. Set out. Journey. At last. Just large enough. After. Light (sunlight).

One morning the City Mouse set out on his journey. He went to the country.

It was a long journey, but at last he came to the field and the Country Mouse led him to his hole. It was not a very large hole; but it was just large enough for two.

They ate seeds and fruit, and (after they had eaten) they went for a walk in the field. The City Mouse looked at the blue sky and the sunlight on the trees and the pretty flowers, and he was very happy.

1. What did the City Mouse do one morning?—"...."
2. Did the mouse go far?—"Yes, it was a ...."

3. Where did the City Mouse come at last?
4. How large was the hole?
5. What did they eat?
6. What did the City Mouse look at?—" The ... ; the ... on the ... ; the .... "

D. Rain (It rained). All day. (Nothing but.) Fat.

The City Mouse stayed with the Country Mouse for many weeks.

Then the days became colder. The rain came. It rained all day and the rain-water came down into the hole.

The City Mouse said, " How can you live in this little hole in the field? It is not large enough for two, and the rain-water comes in, and you have nothing but seeds and fruit to eat. You must come and stay with me in the city. I live in a big house with many rooms. There are hundreds of other houses. You will see coloured lights in the streets. There are hundreds of shops. You will have very nice food and become fat and be very happy."

1. How long did the City Mouse stay?
2. What came?
3. What came into the hole?
4. What did the City Mouse say about the food?—"You have ... and ... to eat."
5. What must the Country Mouse do?
6. What will the Country Mouse see in the streets?
7. What will the Country Mouse become?

Lesson Eleven. Exercises

Will, Going to, May, Larger, As ... as.

A. Going to.

["Going to" *tells what a person has decided to do.* "Will" *tells what will happen. Put* "going to" *or* "will" *in the following sentences*]

1. The sky is blue; it ... not rain tomorrow.
2. I ... stay at home this afternoon: I think it ... rain.
3. I ... write a story about Saladin.
4. Munir says, "I'm ... ... be a doctor; but he is a fool; he ... ... never be a doctor.
5. I ... ask the Headmaster for a holiday, but I do not think that he ... give us a holiday.

[*Ask and answer*] **A country. Hilly.**

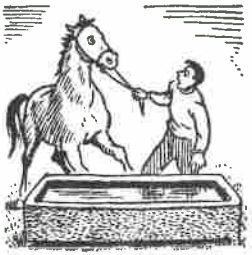
Is (1) [England] a (2) [hot] country?

(1) [Iceland, Egypt, Canada, Cyprus.]
(2) [hot, cold, hilly, big, small, rich.]

B. **May** (= (1) *is allowed to*).

[*Learn these sayings. What do you think each saying means?*]

1.



2.

3.

1. A cat may look at a King.
2. You may lead a horse to the water, but you cannot make it drink.
3. People who live in glass houses may not throw stones.

May (= ... (2) *perhaps will*). (**Head of.**)

[*Ask and answer*]

1. Do you think that [it will rain tomorrow].
   —" It may rain or it may not. I think it will "
   (or —"I think it will not ").
2. ... tomorrow will be a holiday?
3. ... you will be a rich man?
4. ... you will be head of the school next year?

5. ... you will be head of the class this year?
6. ... you will be a [teacher] when you grow up? [king, doctor, soldier.]

Large (= *able to contain much:* **Big** = *of great size*).

[*Say or write* "Large" *or* "Big" *in the blank spaces*]

1. A ... field.
2. A ... boy.
3. A ... house.
4. A ... knife.
5. A ... hall.
6. A ... cat.

As ... as.

[*Write suitable words in the blank spaces*]

A. 1. As white as ....
   2. As black as ....
   3. As blue as ....
B. 4. As cold as ....
   5. As hot as ....
   6. As old as ....
      A. night, the sky, snow
      B. fire, the hills, ice.

C. He lights: he lit. The light.

[*Learn this and write it out from memory*]

The sun gives light by day: at night I light the lamp: the lamp, when *lit*, gives *light*.

D. All day. All night. All the morning. All the evening. All the week.

[*Learn this and write it from memory: also ask questions*—"When are you awake?," *etc.*]

I am awake all day: I sleep all night. I work all THE morning. I go to school all THE week.

All but (= *all except*). None but.

[*Ask and answer*]

1. I had ten apples; I ate all but one. How many apples did I eat?
2. There was nothing to eat but bread and fruit. (*a*) Did I eat any meat? (*b*) Did I eat any bread?
3. None but the richest men can stay in the Grand Hotel. (*a*) Could Midas stay in the hotel? (*b*) Could a country doctor stay in the hotel?

E. Lay, laid.

1. I have ten hens; all but two laid eggs. How many eggs have I?
2. I have seven ducks. All but two didn't lay. How many eggs have I?
3. My hen lays an egg every day but Wednesday and Sunday. How many eggs does she lay in a week?

You now know 625 words

Lesson Twelve

THE COUNTRY MOUSE IN THE CITY

A. As soon as. Evening. (Run) about. Just as. Begin (began). Noise. Afraid.

So the Country Mouse set out with the City Mouse to go to the City Mouse's home. After a long journey they came to the city in the evening.

As soon as the Country Mouse came, the City Mouse ran about getting a lot of very nice food. At last, after a long time, they sat down to eat.

Just as they were beginning to eat there was a great noise.

"What is that?" cried the Country Mouse, jumping up. He was afraid.

"Don't be afraid of that," said the City Mouse. "That is the Man's dog. Don't be afraid; it can't come down into this hole. But you must not go outside when the dog is there."

So they sat down and began to eat again.

1. What did the City Mouse do as soon as the other mouse came?—"... getting a lot of ...."
2. What did they hear?
3. When did they hear this?
4. What was the Country Mouse?
5. What made the noise?
6. What must not the mice do when the dog is there?

B. Just then. Cat. Wake up (I am awake). (Go to sleep.) Always.

When they had eaten all the food, the Country Mouse asked, " May I go out for a walk now? I want to see all the rooms in this house, and the other houses and the streets with coloured lights."

Just then the City Mouse heard a little noise just outside the hole.

" I am afraid to go out just now," said the City Mouse. " That noise is the cat. It is night and the cat is awake now. The cat always goes to sleep in the day and wakes up in the evening. It is awake all night."

" What is a ' cat ' ? " asked the Country Mouse.

" The cat is an animal which catches mice and eats them," said the City Mouse.

1. What did the Country Mouse ask?—"... I go ... now? "
2. What did the Country Mouse want to see in the streets?

3. Why was the City Mouse afraid?—"The . . . is . . . ."
4. What does the cat do at night?

C. Because of.

The Country Mouse answered, " I may not go out in the day because of the dog, and I may not go out in the evening because of the cat. When may I go out? "

" I do not go out very much," said the City Mouse.

" I do not like the city," said the Country Mouse: " I shall go back to the country. There I was safe and happy, but here I am always afraid."

1. Why cannot the mice go out in the day?
2. Why cannot the mice go out at night?
3. What will the Country Mouse do?
4. What do you learn from this story. (Write in Arabic.)

Lesson Thirteen. Exercises

A. About (= *to and fro, in all directions*).

Frog.

[*Ask and answer*]

1. What do you see flying about in the sky?
2. What do you see swimming about in the river?
3. What do you see running about outside a school?
4. What do you see walking about and eating in a field?
5. What do you see jumping about near water?

B. Wake up, wake him up. I woke up. I am awake.

[*Ask and answer*]

1. At what time did you wake up this morning?—" I . . . at about . . . o'clock."
2. Who wakes you up?
3. What wakes the birds up?
4. Were the birds awake before you were awake?
5. Who woke up the God in Midas' garden?

Up.

[*Make sentences with* " up " *and say what they mean. Example:—*]

He burned up his papers = He burned *all* his papers

1. ... ate ... food.
2. ... drank ... milk.
3. ... cut ... meat into pieces.
4. ... bit ... bread in his mouth.
5. ... added ... money in the box.
6. ... used ... all the paper in my book.
7. ... lit ... the big hall.

You now know 641 words

Lesson Fourteen. Dictation

A. [*Write these words three times each*]

Journey. City. Country. Pretty. Always. Sunlight [*no hyphen*].

I went on a journey. I went out of the city and came to a large house in the country. There was a pretty garden in front of the house. A garden always looks pretty in the sunlight.

B. [*Write these words three times each*]

Mouse. Mice. Noise. Afraid. Enough.

There are mice in our house. Last night I heard a noise. I woke up. I looked and saw a mouse in the

trap. It was a very fat mouse; the trap was just large enough. My little brother was afraid; so I put the trap outside the door.

Lesson Fifteen. Review

A.

1. It is smaller than a rat; it is caught in a trap; it is a . . . .
2. Damascus is a big . . . .
3. . . . here! Do not go away.
4. This is a . . . hall; many people can sit in it.
5. The sun is in the . . . .

B.

1. Go out from the city into the . . . .
2. You must come and . . . me in my house.
3. He asked, " . . . I go home now?"
4. She is not beautiful, but she is very . . . .
5. He . . . on a journey to Amman.

C.

1. One mouse; two . . . .
2. He walked for many days and . . . he came home.
3. It . . . rain tomorrow, or it . . . not.
4. If you eat a lot you will become . . . .
5. A mouse is running . . . on the floor.

D.

1. I heard a ... (*a*) ..., and saw the house falling down; and I was ... (*b*) ....
2. At seven o'clock in the morning my mother ... (*a*) ... me, and I ... and get out of bed.
3. ... jump about near water.
4. Do you ... walk to school?—No, I sometimes go in a bus.
5. When did the school work ... (*a*) ...?—It ... (*b*) ... at nine o'clock.
6 Morning, Afternoon, ..., Night.

E.

1. I cannot do it before I go to school, but I will do it ... school.
2. A lamp gives ....
3. I have bread, but no other food: I have ... bread.
4. He went into the cinema ... the door opened.
5. Enough, but no more than enough: ....
6. From Beirut to Baghdad is a long ....

PART II

Lesson Sixteen

ELEPHANT CATCHING

A. Grandfather. Elephant. Would. Young. I have to. Way. (Seen.)

This story was told to me by my grandfather. It is the story of an elephant who would not be caught; and of a young man who would not do as he was told.

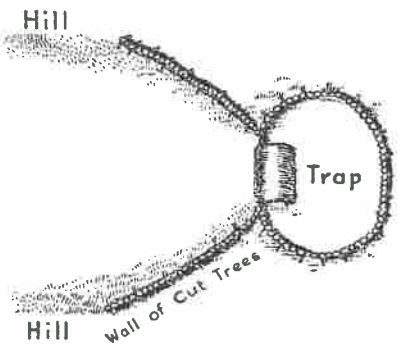
My grandfather's work was catching animals in the forest. When he was a young man he worked in India, catching elephants.

First I have to tell you how elephants are caught. One way of catching an elephant is to make a big hole and cover it over so that it cannot be seen. The elephant walks over the place and falls into the hole. In that way only one elephant can be caught.

Second, I have to tell you how a lot of elephants may be caught at one time.

1. By whom was this story told?
2. What would not the elephant do?
3. What would not the young man do?
4. What have I to tell first?
5. Into what does the elephant fall?

B. **Strong. Gate. So . . . that. Break (broke). Through.**



This is the way in which many elephants are caught at one time.

A lot of trees are cut down and two strong walls are made leading from two hills to the trap. These walls come nearer and nearer as they come to the gate of the trap.

The trap is made of a lot of cut trees built into a

very strong wall. The wall is so strong that the elephants cannot break through it.

Above the gate there is a floor. The leader of the elephant-catchers stands on this floor. The leader was my grandfather. Standing there with him there was a young man who was his helper. When the elephants are all inside the trap they will shut the gate.

1. From where to where do the walls lead?
2. What are the walls made of?
3. What do the walls do as they come nearer the gate?
4. What cannot the elephants do?
5. Who was the leader?

C. **Drive** (**drove, driven**). **Still.** **As** (= *while*). **Hard** [*adverb*].

For many days a long line of men went through the forest driving the elephants in front of them. Sometimes the elephants wanted to go back, but still the men drove them on.

The elephants wanted to get away from the men. They thought, as they went, that they were getting away. Men make elephants work hard for them, men make elephants their servants. The elephants thought that they were getting away from the men;

but, as they were driven on and on, they came nearer and nearer to the trap.

1. What were the men doing?
2. What did the elephants want to do?
3. What do men do to elephants?
4. What did the elephants think?—" That they were . . . ."
5. As the elephants were driven on, what were they doing?—" Coming . . . and . . . to . . . ."

D. Turn. /-wards (Inwards). Between. So as to. Quick-ly. Mark. Body. Lose (lost). Others.

As the elephants came near the two hills the line of men turned inwards so as to make them go between the two hills.

At last my grandfather saw the elephants coming between the hills. The drivers now began to make a great noise. They cried out, they shot their guns. The elephants began to go more quickly. As the noise became greater they went more and more quickly.

Then my grandfather gave a cry: " Look at that big one in front! Look at the marks on his body and his legs. I caught him last year, but he was so strong that he broke down the wall and I lost him

and three others. The broken wall marked him, so that now I know him again. I don't want to lose him again this time, or to lose any others with him."

1. What did the men do near the hills?
2. What did the men begin to make?
3. What did the elephants do then?
4. What did my grandfather look at?
5. What did the elephant do last year?
6. How many other elephants did he lose?

Lesson Seventeen. Exercises

A. Would.

[*Change the sentences. Example:—*]

I said, " I will not be caught!" = I said that I would not be caught.

I said, " Tomorrow will be a holiday. I will come to your [Karim's] house tomorrow. I will bring the food. We will set out at seven o'clock. We will get

to the top of that hill at eight o'clock. The country will look beautiful. We will come back in the afternoon. We will go to the cinema in the evening."

The way to. (Side-streets.)

[*Read the paragraph ; then ask and answer the questions*]

Jalal wanted to find the way to Sami's house; but he lost his way in the side-streets. So he had to ask the way. He asked a small boy, but the boy could not tell him the way ; so he asked a policeman, and the policeman told him the way.

1. Who wanted to find the way?
2. He wanted to find the way to—where?
   (Where did he want to find the way to?)
3. Who did he ask?
4. Who could not tell him the way?
5. Who told him the way?

Way of doing. (Take a photograph.) (A cook.)

[*Ask and answer*]

Who can tell you the best way of [catching fish]? [A fisherman] can tell me the best way of [catching fish].

1. cooking a fish.	A potter.
2. washing a child.	A cook.
3. making pots.	A photographer.
4. planting roses.	A mother.
5. taking a photograph.	A gardener.

B. So . . . that . . .

[Make a sentence]

A.	1. Khalil was so old that—	I could not eat it.
	2. The hall was so full that—	he could not see.
	3. The food was so bad that—	I could not get in.
B.	1. Munir was so poor that—	it could not fly.
	2. The stone was so hard that—	he could not buy food.
	3. The bird was so ill that—	he cannot walk.
	4. Walid is so fat that—	no one could break it.

C. Drive. Drove.

[Read : ask and answer questions]

Ibrahim drove a car to Damascus. Jamil drove the cart to the village.

1. What did Ibrahim drive?
2. What did Jamil drive?
3. Where did Ibrahim drive the car?
4. Where did Jamil drive the cart?
5. Who drove the car?

Hard.

[Ask and answer]

1. Is cutting down trees hard work?
2. Is sewing hard work?
3. Is it hard to swim a kilometre?
4. Is it hard to walk a kilometre?
5. Do lazy people work hard?
6. Which boy in this class works hardest?

Still.

[*Make sentences. Example:—*]

I . . . one year ago and I am still . . . ing . . . .

1. . . . was at school; . . . am . . . at school.
2. . . . lived in . . . ; . . . am . . . living in . . . .
3. . . . began to learn English; . . . am . . . learning . . . .
4. . . . bought [this coat, this hat, these shoes]; and I am still using [it] [them].

D. /-wards. To point.

[*Oral exercise*]

1–4. Turn your pen so as to point [northwards]. Where is your pen pointing?

[northwards, southwards, eastwards, westwards.]

Inwards. Outwards. Backwards. Forwards.

[*Oral exercise*]

1. Move your hands outwards, away from your body. —What are you doing?
2. Move your hands inwards, towards your body.
3. Move your hands backwards.
4. Move your hands forwards.

Between.

[*Oral exercise*]

Who is sitting between [*name*] and [*name*]?

So as to ....

A. 1. Why did Munir get his axe?—He [...] so as to [...].
2. Why did Raif get his pen?
3. Why did Nadia light the fire?
[write a letter, cook the food, cut down the tree.]

B. 1. Why did Walid get the key?
2. Why did Kamal bring stones?
3. Why did Riad get his camera?
[open the door, take a photograph, build a house.]

You now know 673 words

Lesson Eighteen

THE ELEPHANT WHO WOULD NOT BE CAUGHT

A. Way (= *path*). **Narrow. Wait. Seem. (Old one.) Rub. Hardly.**

The elephants came to the place where the two side-walls began. The way seemed to them to become narrower here; so they waited; they seemed to be afraid of something. But the old marked elephant did not seem to be afraid. He led on, and the others went behind him.

"I think he remembers last time!" cried my grandfather. "He seems to be leading them into the trap!"

The way was so narrow that they could hardly go on; the bodies of the elephants rubbed against the side-walls. The old one led on and the other ones came behind, and the dust came up from under their feet: my grandfather could hardly see those who were far away behind.

1. What did the way seem to become?
2. What did the elephants do?

3. What did the grandfather think?—" That the old elephant . . . ."
4. What did the old elephant seem to do?
5. What did the bodies of the elephants do?

B. Soon. Stop (stop him from—, stop up). By (= *past*).

" They will soon be in the trap now," said my grandfather to his young helper.

Just as the big elephant was going to go through the gate he turned and stopped. The big elephant stopped the other elephants from going into the trap. They came on, but they could not get by. The way was narrow and the big elephant had stopped it up with his body.

The men driving the elephants from behind made more noise. They shot their guns. They cried out.

The young man looked down.

" Don't do that! You will fall! " cried my grandfather. But the young man put his head and body over the side so as to see—and he fell!

1. What did the big elephant do near the gate?
2. What did he do to the other elephants?

3. What did he do to the way into the trap?
4. What did the young man do?—" He — —."

C. Towards. Push. Pull. Press.

My grandfather quickly got down into the trap. He ran forwards towards the place where the young man was lying.

The young man was lying behind the big elephant, but just as my grandfather came to pull him away, the other elephants pushed forwards. They pushed the big elephant backwards and his great feet moved towards the place where the young man lay. My grandfather thought that one of the feet would fall on the young man and press down on him and kill him.

But no! The feet moved over him.

Now the elephant was standing over the man; the young man was just under his body.

Then the big elephant pushed the others back. Again the great feet passed over the young man's body.

Now the young man was lying behind the elephant. My grandfather ran forward and pulled him away.

1. What did my grandfather do?
2. Where was the young man lying?
3. What did the other elephants do?
4. Where was the elephant standing?
5. What did the big elephant do?
6. What did my grandfather do?

D. Safe. Beast. Wide.

The young man was saved. My grandfather carried him safely to the place above the gate.

The big beast still pressed forwards: the other elephants were pushed backwards—backwards—away from the gate. They were pushed back to the place where the walls were wider and there was more room. There was room for the big beast to get by. The big elephant pushed his way through the other elephants.

Then the big elephant led them away. He led them back between the hills, safe back into the forest.

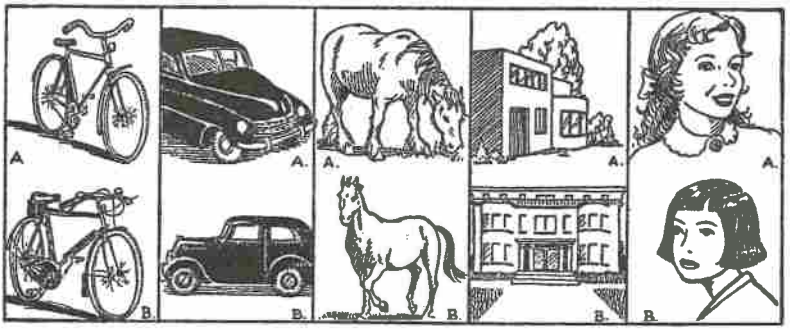
The men who were driving them could do nothing. They saw the elephants turn and come back: they ran away.

Not one elephant was caught!

1. What did the big beast do to the other elephants?
2. What did the big beast do where the walls were wider?
3. Where did the big beast lead the other elephants?
4. How many elephants were caught?

Lesson Nineteen. Exercises

A. The (nicer) one.



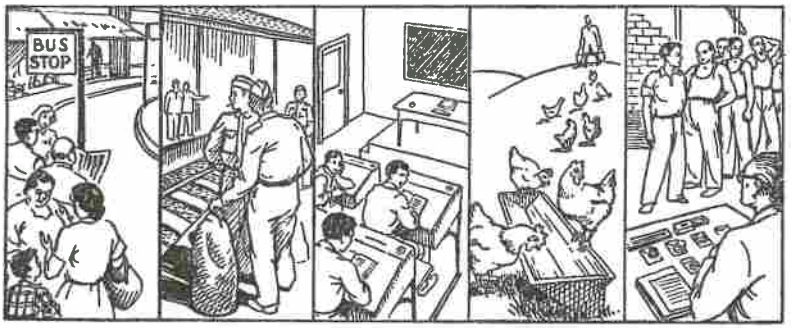
1. 2. 3. 4. 5.

[*Ask and answer*]

Here are two [bicycles]. Which is the [nicer] one?

1. . . . bicycles . . . nicer.
2. . . . cars . . . bigger.
3. . . . horses . . . older.
4. . . . houses . . . larger.
5. . . . children . . . prettier.

Wait for.



1. 2. 3. 4. 5.

[*Ask and answer*]

What are the [people] waiting for?—" They are waiting for . . . ."

[1. people; 2. soldiers; 3. boys; 4. hens; 5. workmen.]

B. Goes by. Postman.

". . . goes by my house every day."

[*Say three true sentences. Ask for extra words if you need them. Example:—*]

" The postman goes by my house every day."

Soon. Spring-time.

[" It is spring-time." *Make sentences with these words. Example:—*]

It is spring-time: soon we shall hear the birds.

1. hear—birds.
2. see—beautiful flowers.
3. get—nice fruit.
4. trees—green.
5. hens—more eggs.
6. animals—have young ones.
7. cows—more milk.

C. [*Oral drill*] Push/Pull/Press. Towards. Stop!

A. 1. Push your book away .... Stop! What did you do?

2. Pull your book towards you .... Stop! What did you do?

3. Pull your desk towards you .... Stop!
4. Push your desk away from you .... Stop!
5. Press your book downwards.
6. Press your desk upwards.

B. Where am I going?—" Towards [the window]."
—Now I have stopped. Where did I stop?
the door, the table, *name of boy*.]

You now know 695 words

Lesson Twenty. Dictation

1. [*Write three times each*]

Elephant, Would, Through, Break, Young, Moving [*no* "e"!], **Work for Man** [*big* M], **India** [*big* I], **Caught, Taught.**

Elephants are very big animals. They live in the forest. In India you hear them moving in the forest at night. You hear them moving through the trees; you hear them breaking the trees and pulling up plants for food. They can break through strong walls.

Elephants are driven into a trap. When they are caught they are taught to work for Man. The older elephants teach the young ones how to do the work.

2. [*Write three times*]

Stopped [*two p's*—"pp"], **Upwards** [*no hyphen, one word*].

The policeman moved his hand upwards. He put up his hand; all the cars stopped. One car did not stop; he said "Stop!", and then the car stopped.

ESSAY.

[*Tell the story of the elephant in a few sentences, using these words*]

Drove; Hills; Walls; Gate; Trap; Floor; Big elephant; Stop; Stopped up; Looked down; Fell; Got down; Pulled; Carried up; Pushed; Led.

Lesson Twenty-one. Review

A.

1. Where ... you see elephants? You ... see them in India.
2. Habib is not old; he is ....
3. I ... go to the doctor tomorrow.
4. Please tell me the ... to Dr. Atiyeh's house.
5. The elephants could ... (*a*) ... be ... (*b*) ... because of the dust; I could ... (*a*) ... see them.
6. My father's father is my ... (*a*) ... and my father's mother is my ... (*b*) ....

B.

1. This horse is very ...; it can pull a big cart.
2. I said, " Do not ... (*a*) ... the glass." But it fell from his hand and ... (*b*) ....
3. There is a hole ... (*a*) ... the door from one side to the other, ... (*b*) ... I can see into the room.
4. He ... (*a*) ... the cows along the road: then they were ... (*b*) ... into the field.
5. He works very ... (*a*) .... He began working in the morning and at night he was ... (*b*) ... working.
6. He told me the story ... we walked along.

C.

1. He ran ... (*a*) ...ly across the field; then he ... (*b*) ... and came back.
2. He made a hole in the wall ... get out.
3. Don't turn your feet ... (*a*) ... like a duck! Turn your feet ... (*b*) ....

4. The dog has a long ... (*a*) ... and there are black ... (*b*) ... on the head.

5. Did you ... (*a*) ... your keys? Are these the keys which you ... (*b*) ...?

D.

1. It is a long ... from my house to the school.

2. The door was very ..., so the fat man could not go through it.

3. You can ... those marks off it with a cloth.

4. He stood near the gate: he ... to be waiting for someone.

5. We will ... here. The rain will soon ....

6. Farid is sitting on one side; Habib is on the other side and I sit ... them.

E.

1. Please move to the side; I can't get ....

2. He ... the hole with clay.

3. He ... (*a*) ... the door open; then he ... (*b*) ... it shut.

4. He looked ... (*a*) ... at the sky, then ... (*b*) ... at his feet.

5. When you go out of the King's room you must walk ....

6. Don't walk along that wall; it is not ...!

YOU NOW KNOW HALF ($\frac{1}{2}$) THE WORDS IN THIS BOOK

Lesson Twenty-two.

WALID

A. **(A glass.)** **(Looking-glass.)** **A dress.**
(At all.) **Kind.** **(Catch fire.)** **Marry.**

This is the story of the man who invented glass. For thousands of years there was no glass; people had no glasses for drinking. They had no glass bottles. The women had no looking-glasses. They could not look at their pretty dresses in the glass.

There was no glass in the windows. They had no glass at all.

There were glass-makers in Egypt; but they made little glass things for rich people.

The first glass-maker who made glass for all people to use lived in Syria. We will say that his name was Walid.

Walid lived in a hut on the sand near the sea. He was a very good man; he was kind to everyone and he worked very hard; but he was always

afraid. He was very much afraid of his house catching fire; he was afraid of being poor. He was so afraid of everything that he would not marry.

1. What had not the people got?
2. What could not the women do?
3. For whom did the Egyptians make glass?
4. For whom did Walid make glass?
5. Why would not Walid marry?

B. (Washerman.) Powder. If. Clean. Round about.

[*Soda*=a white powder used to help in washing.]

Now, Walid had a friend who was a washerman: he washed clothes. We will say that his name was Mansour. Mansour gave Walid a white powder called " soda ": he said, " This is a magic powder. If you put it in the water it will make clothes very clean: the clothes will become clean and white very quickly."

Walid thought, " If I put some of this magic powder on the outside of my pots it may make the pots white." It did not make the pots white, but it made the outside glass-y.

People liked Walid's glassy pots. They bought them very quickly. People came from all the

villages round about to buy Walid's pots, and he got a lot of money.

1. What did Mansour give to Walid?
2. What does soda do if you put it in water?
3. Where did Walid put the soda?
4. What did Walid think the soda would do to the pots?
5. What did the soda do to the pots?

C. Wife. (Ever after.) To last.

Walid got a lot of money from his pots. So he thought, " Now I can marry a wife; I am not afraid of being poor. I'll marry a nice wife and we will live happily ever after."

He married a very nice wife. Walid's wife was not afraid of anything. She helped Walid make his pots; she cooked his food and kept his hut clean, and they were very happy.

But it did not last! Walid burnt his pots (to make them hard) in a hut near his house. One day the hut caught fire.

1. What will Walid do?
2. What did Walid think?—" We will live . . . ."
3. Walid's wife was not—What?
4. Where was the fire?

D. (**Put out a fire.**) (**On fire.**) **Too** [= *also*]. **Cry** [= *weep*]. (**For ever.**)

Walid burnt the pots to harden them in a hut near his house. The hut was made of wood. One day Walid's hut caught fire.

He ran, and his wife ran, to throw water on the fire. But they could not put out the fire. Soon the house was on fire, too. Walid's hut and his house were burnt down.

Walid and his wife sat on the sand and cried.

Walid said, " I knew that it would not last! I knew that we would not be happy for ever; and now we have lost everything. What shall we do?—I'm afraid. I don't know what to do."

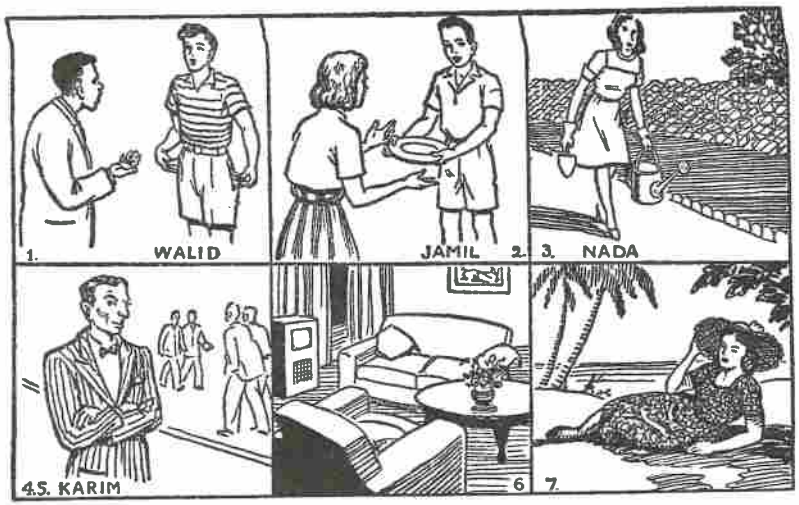
Walid's wife stopped crying. " What are you afraid of? " she asked.

1. What caught fire, too?
2. What did Walid and his wife do?
3. What did Walid know?—" That it . . . ."
4. What did Walid's wife ask?

Lesson Twenty-three. Exercises

A. At all.

["At all" *strengthens a negative, e.g.* "Not at all," "None at all." *Answer these questions, using* "At all"]



1. Walid, have you got any money?
2. Jamil, have you got any food?
3. Nada, are there any flowers in the garden?
4. Has Karim any friends?
5. Is Karim a nice man?—("...'nt ...")
6. How many books are there in the room?
7. Is this a cold day?—("... not ...")

B. If.

[*Make sentences*]

If it rains, I shall go to the cinema.
If it **does** not rain, I shall go for a walk.
If I **am** ill, I shall not go to school.

A.	1. it ... not rain	put on my coat
	2. it ... cold	take off my coat
	3. it ... hot	go for a bicycle ride
B.	1. I ... ill	live in a hut
	2. I ... rich	go to the doctor
	3. I ... very poor	buy a beautiful car
C.	1. I ... lazy	the teacher ... pleased
	2. the boys ... their work well	the teacher ... angry
	3. the boys ... their work badly	not do my work well

Round.

[*Oral drill*]

1. Move your hand round your head. What are you doing?
2. Move one hand round the other hand.
3. Move one hand round and round.
4. Look round the room.
5. Turn round and look behind you.

Round [*adjective*]

[*Ask and answer*]

Is a . . . round?

1. a ball.
2. a book.
3. a pencil.
4. a cigarette.
5. a knife.
6. the sun.

Round about.

[*Ask and answer*]

Are there many . . . round about here?

1. trees.
2. hills.
3. villages.
4. big cities.
5. poor people
6. elephants.

C. Knife, knives.

[*Copy this*]

One wife—two **wives.**
One knife—two **knives.**
One half—two ***halves.***

[*Ask and answer*]

1. King Henry married eight times: how many wives had he?

2. I took a knife and cut the apple: how many halves were there?

3. What do boys do with knives?
4. What must we have when we cut our pencils?

You now know 713 words

Lesson Twenty-four

GLASS

A. **(Do without.) Each other. Should. Like** [*adjective*].

Walid's wife said, "Why are you afraid? We can do without a house. We can build a little hut and live in that, or we can live in a tent. Many people live in tents and are happy. We still love each other, and we should be happy. Other people are happy in huts; so we should be, too."

Walid said, "We must get the pots out of the burnt hut. They will be black, but we should get a little money for them."

So they began to carry the burnt pots out of the hut.

Then Walid's wife took up something from the sand under the hut. "What's this?" she said; "it looks like a jewel."

Now glass is made of *soda* and sand burnt in a very hot fire. So the burning hut made glass out of the "magic powder" and the sand under the hut.

1. What can they do without?
2. What will they build?
3. What things did they carry out from the burnt hut?
4. What did the thing look like?
5. Of what is glass made?

B. **A ring. Sold. A note. Send (Sent. Send for.)**

Walid's wife found a thing which looked like a jewel under the burnt hut.

Walid's wife cleaned the thing and looked at it again. She said, "It is not a jewel. It is like a jewel, but it was soft when it was in the fire. Jewels do not become soft in the fire."

Then Walid began to look under the hut, too: they found many pieces of glass.

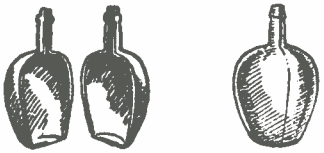
Walid's wife said, " If we put these things in the fire again they will become soft and we can make rings. We will make rings for women's arms and to put on their hands. Those glass rings can be sold for a lot of money."

So they made rings and sold them. People came from all the villages round about to buy Walid's rings.

Then Walid said, " If we put sand and the powder in the fire, we may make more of this glass. I will send a note to Mansour: I will send for more of that powder."

So he sent a note to Mansour, and Mansour sent more powder, and Walid made more and more rings and sold more and more of them to all the people round about.

1. What do not jewels do? What did this thing do?
2. What will they make out of the glass?
3. How will they make more glass?
4. What will the note say to Mansour?



C. Fill. (Halves.) Together. Even.

One day Walid's wife said, " Can you make me some little glass pots? I will fill them with sweet-smelling waters, and colours for ladies' faces, and things which we use when we are ill."

So Walid made bottles. He made the bottles in two halves and then put the two halves together. Old Syrian bottles were made in that way. They were very good bottles, and bottles are very useful things. Everyone bought them.

Walid did not ask a lot of money for the bottles; so even the poor people bought them. Ships from Tyre and Sidon carried them about to all the known countries, even to France and Spain.

Walid became very rich.

1. What things did Walid's wife want?
2. How were old Syrian bottles made?—" In . . . ."
3. Bottles are very—What?—" . . . ."
4. Did Walid ask a lot of money for his bottles?
5. From where were the bottles carried to other countries ?—" . . . and . . . ."

D. Stay. (Again and again.) Angry. (Riches.) (Go on buying.)

Walid was rich; but he still stayed in his little house down on the sand, near the sea. But Walid's wife wanted to live in a big house in the city. She asked him again and again.

At last she became very angry with him and said, "Why do you stay in this little house?" She said, "You should have a big house in the city and live like a rich man. You *are* a rich man."

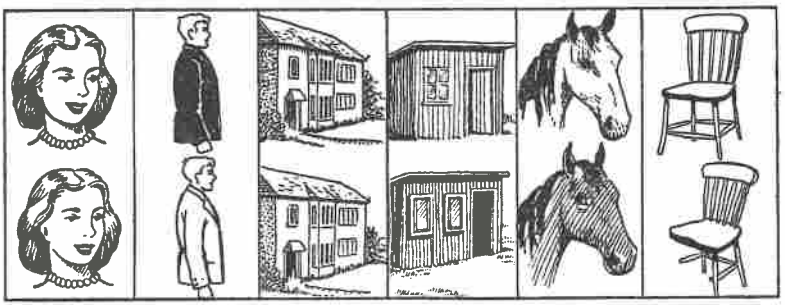
Walid said, "I want to stay here because I am afraid. I am afraid that if I build a big house, it will be burnt down. These riches won't last: people won't go on buying glass. No! We will stay here. We love each other; so we should be happy."

But people went on buying glass. Even the poorest people had drinking-glasses. Rich women had looking-glasses to see their pretty dresses in; and very rich people even had glass in their windows!

1. Where did Walid stay?
2. Where did Walid's wife want to live?
3. Of what is Walid afraid if he builds a big house?
4. What will not people do?
5. What did very rich people have?

Lesson Twenty-five. Exercises

A. Like each other. Unlike.



[*Ask and answer*]

Are these [girls] like each other—or unlike each other?

In what way are they unlike?—"One has . . . ; the other has . . . ."

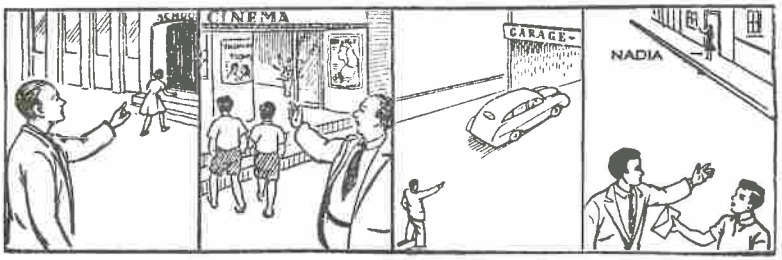
Should.

[*Make sentences*]

[Rich men] should be kind to [the poor]; but sometimes they are not.

1. Mothers . . . their children.
2. People . . . their servants.
3. Drivers . . . their animals.
4. Boys . . . their sisters.
5. Men . . . their wives.

Send (sent).



ABDULLA JAMIL KARIM RAIF

[*Ask and answer*]

1. What did [Abdulla] send?
2. Where did he send the . . . ?
3. Who sent . . . to . . . ?

C. Together. Apart.

[*Oral drill*]

1. Put your hands together. Where are your hands?
2. Put your hands apart. Where . . . ?
3. Put your feet together. Where . . . ?
4. Put your feet apart. Where . . . ?
5. Put all your books together. Where . . . ?

D. Go on . . .ing.

[*Oral drill*]

1. Read . . . . Stop! . . . Go on reading.
2. Write . . . . Stop! . . . Go on writing.

3. Write 1, 2, 3 ... Stop! Now go on.

4. Say this again and again:—"Together—apart, Together—apart"—Stop! Now go on.

You now know 731 words

Lesson Twenty-six. Dictation

1. [*Write three times*]

Marry. Married. Bought. Caught. Fire. Burnt.

When Fares married a wife, he sold his small house. He bought a big house. The big house caught fire and was burnt down.

2. [*Write three times*]

Washerman [*one word*]. **Clean. Useful** [*one* l]. **Fill** [*two* l's]. **Full** [*two* l's].

Washermen use soda for washing clothes clean. It is very useful. They fill a pot with water; and when it is full, they put soda in the water.

3. [*Write three times*]

Journey. France [*big* F]. **Spain** [*big* S]. **Syria** [*big* S].

He made a journey from Syria to France and Spain. Then he made a journey from Spain to England and from England to Syria.

ESSAY

[*Write about the things in your house which are made of glass. Say what they are used for, who uses them, in which room they are, how many there are. You may need these extra words:—*]

Oil, medicine, wine, scent, jam, butter.

A dish. A bowl. A flower-vase.

Lesson Twenty-seven. Review

A.

1. All men ... (*a*) ... be ... (*b*) ... to their servants.
2. I heard a noise: I was ... and I ran away.
3. The hut was burning; soon the house near it ....

4. A ... washes clothes.
5. He married twice; he had two ... (*a*) ...; Nadia was his first ... (*b*) ....

B.

1. Dust is ... and sand is a ....
2. My shoes are dusty; they are not ....; please ... them.
3. A ball is ...; a book is not ....
4. There are many trees ... the house.
5. ... it rains, I shall go to the cinema.

C.

1. He got enough money; he married a beautiful wife and he lived happily ....
2. It is raining now, but the rain will not ...; it will soon stop.
3. My house has caught fire; it is ... (*a*) ...; please help me to ... (*b*) ... the fire.
4. The child is ...ing; he wants food.
5. I worked, and Munir worked ...; Munir and I worked.
6. This building stood for many years, but it will not stand ....

D.

1. A camel can ... water for three days.
2. Brothers should help ....

3. You are very ... (*a*) ... your mother; you have the same eyes and mouth and nose, but you and your brother are ... (*b*) ....
4. She has a gold ... on her arm.
5. Write a ... and send it to him.
6. He wrote a ... (*a*) ... and ... (*b*) ... it to him.

E.

1. My child is ill; I must ... the doctor.
2. ... this bottle with water.
3. One half; two ....
4. My brother and I walk to school ....
5. Put your hands ... (*a*) ...; now put them ... (*b*) ....
6. I have no food; I have not ... a bit of bread!

F.

1. Fishes swim ... in water.
2. ... here; don't go away.
3. He said it once, twice; he said it ....
4. ..., after many years he came home.
5. Foolish boys make the teacher ....
6. Read. —— Stop! Now ... reading.

Lesson Twenty-eight

THE WISE KING

A. Just (Justice). Wise. For (= *because*). A present. Sort of.

There was once a very just and wise king named Suleiman. People came to him from near and far, for they knew that Suleiman was the wisest of all men. They brought him presents of gold and jewels and asked him to answer their questions and do justice in their quarrels.

One day Suleiman was sitting in his great hall to do justice and answer questions. Then two women came into the hall.

1. What sort of king was King Suleiman?
2. Why did people come from near and far?—"Because they knew that he was the . . . ."
3. Who came into the hall?

B. (At first.) Speak (spoke). Steal (stole). Next. Happen to. Same. /-s (Hers).

The women were so angry that at first they could not speak. At last Suleiman asked their names Then they spoke.

" I am Amira," said the first woman.

" I am Nadia," said the other.

" Amira shall speak first," said the King, " and Nadia shall speak next. Now tell me your quarrel."

So Amira spoke: " We were friends. Nadia lived in the next house. Then I had a child, and Nadia had a child on the same day. On the next day Nadia's child died. Then she stole my child and said it was hers."

" I did not steal the child! " cried Nadia.

" It was my child and you stole him," said Amira.

1. What were the names of the two women?
2. Why could they not speak at first?
3. Where did Nadia live?
4. When did Nadia have a child?
5. What happened to one child?
6. What does Amira say that Nadia did?

C. (Yours.) Mine. Whose? Kiss.

" It is not yours! " cried Nadia. " It is mine: it is my child! "

" You have come to ask me to say whose child it is," said the King. Then he said to a soldier, " Bring the child here."

So the child was brought.

Then the King said to Amira: " Take the child in your arms."

Amira took the child and kissed him: and the child seemed very happy and laughed.

" Give him to me! " cried Nadia. " He's mine," and she covered him with kisses so that he cried.

" You see! " said Amira. " When Nadia kisses him he cries. Tell us: whose child is he?—He's mine."

1. What have the women come to ask?
2. What did the King tell Amira to do?
3. What did Amira do to the child?
4. What did the child do?

D. Tell (= *know*). (**In half.**) **Each. Let. Cup.**

The King thought: then he said, " I cannot tell whose child he is. There is only one thing to do."

The King turned to a soldier and said, " Come here. Cut the child in half. Cut the child into two halves, and give one half to each woman. Then each will have half. Amira shall say first which half she will have. Do you think that is just? Or will you let Nadia speak first and you next? "

Amira said, " That is just."

But Nadia cried, " No! No! No! Don't do that. You will kill my child. Amira may have all of him."

Then King Suleiman said, " Amira, this is not your child. No mother would let me kill her child. Nadia, the child is yours."

King Suleiman gave the child a beautiful golden cup as a present.

1. What did the King tell the soldier to do?
2. Who will say first which half she wants?
3. Why did not Nadia want this?
4. Whose child was he?

Lesson Twenty-nine. Exercises

A. Sort of.

[*Ask and answer*]

1. What sort of day is it today?—A nice day, or a rainy day?
2. What sort of bicycle has [*name of boy*]? What is its name?
3. What sort of book do you like—a story book, or poems, or what?
4. What sort of man was Walid—rich or poor?
5. What sort of man did Walid become?
6. What sort of men become doctors—wise men or foolish men?

B. Speak (spoke, spoken).

[*Ask and answer*]

1. What did you first speak when you were small—English or Arabic or what?
2. Who spoke to the Emir in his palace? (Lesson 1.)
3. Where do most people speak French?
4. Can you speak French?
5. Have you ever spoken to a king?
6. In what country is German spoken?

Steal (stole, stolen).

[*Read, ask and answer*]

(*a*) A thief named Ali stole Aref's coat, but not his hat.

(*b*) A man named Fares stole Dr. Ibrahim's old car: but his new car was in the garage and the thief could not open the door.

(*c*) A boy took all the eggs out of the hen-house, but he could not catch any of the hens.

1. What was stolen?
2. Who stole it?
3. What did he steal?
4. What was not stolen?

What happened to? What happens to?

[*Ask and answer*]

1. What happened to the food when Midas touched it?

2. What happened to the God when he lay down in the garden?
3. What happened to the clay in the fire?
4. What happens to ice when it is hot?
5. What happens to water when it is very cold?

C. My—**mine.** You—**yours.** Our—**ours.** Her—**hers.** Their—**theirs.** (His—**his.**)

[*Oral drill*]

1. Is this * [book] yours? Yes, that's mine. (No, that isn't mine.)
2. Are these * [books] yours? Yes, those are ours. (No, those aren't ours.)
3. Are those * [books] theirs? Yes, those are theirs. (No, those aren't theirs.)
4. Whose is this * [book] . . . ?
5. Whose are these * [books]?

* [pen/-s, pencil/-s.]

D. **Each. A sweet. Loaf** (**loaves**).

[*Ask and answer similar questions*]

Six sweets: three boys. How many sweets can I give to each boy?

Loaves, Sweets, Oranges, etc.	*Boys Girls*
8	2
8	4
9	3
12	2
12	4

Let (= *allow*).

[*Ask and answer*]

1. Why doesn't Habib go shooting?
2. Why doesn't Fares cut down the tree?
3. Why doesn't Munira learn to read?

Because his father won't let him have a gun.
Because her father won't let her go to school.
Because his father won't let him have the axe.

4. Why doesn't Adeeb drive the car?
5. Why doesn't Nadia go to the cinema?
6. Why doesn't Ali go home from school?

Because the teacher won't let him.
Because his father won't let him.
Because her mother won't let her.

Let us.

[*Make sentences*]

1. It's a nice day; so let's	stay at home.
2. It's a hot day; so let's	go for a swim.
3. It's a rainy day; so let's	go for a walk.

4. Here's a football; so let's	sit down.
5. Here's a seat; so let's	have something to eat
6. Here's a café; so let's	catch a fish.
7. Here's a river; so let's	have a game.

You now know 757 words

Lesson Thirty. Dictation

[*Write three times*]

Speak up! Each. Same. Mine. Yours. Hers. Theirs.

[*In copying be VERY CAREFUL of the punctuation*]

Then the teacher spoke. He said, "Let each boy come and take his cup. Is this your cup, Karim? Is this yours?" Karim said, "Yes, that is mine."

The teacher said, "Were you speaking, Khalil? Speak up! What are you saying?"

Khalil said, "I cannot tell which cup is mine. They all look the same. Is this mine?"

"Yes," said the teacher; "that is yours."

Lesson Thirty-one. Review

A.

1. The King was very ... (*a*) ... and ... (*b*) ...; he did ... (*c*) ... to all his people.
2. What ... man becomes a good soldier?
3. My father gave me a nice ...; he gave me a bicycle.
4. I could not ride the bicycle ...; but I soon learnt.
5. A thief ... (*a*) ... my bicycle; my bicycle was ... (*b*) .... Why did he ... (*c*) ... my bicycle?

B.

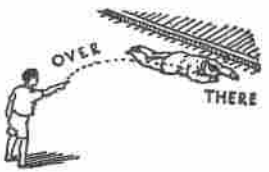
1. Who lives in the ... house to your house?
2. Who lives in the ... house as you do?
3. Karim spoke first, and Amir spoke ....
4. Nadia took the baby in her arms and ... him.
5. Is this your brother's hat?—I cannot ...; there is no name on it.

C.

1. "There is a poor man asking for food."—"Give him a ... (*a*) ... of bread and a ... (*b*) ... of milk."
2. My father never ... me go out alone.
3. Cut the ... (*a*) ... ... (*b*) ..., and give me some bread.
4. There are some nice ... in the box;—*Chocolates!*
5. The boys want their coats; are these coats ... (*a*) ...? No, these are ... (*b*) ....

Lesson Thirty-two

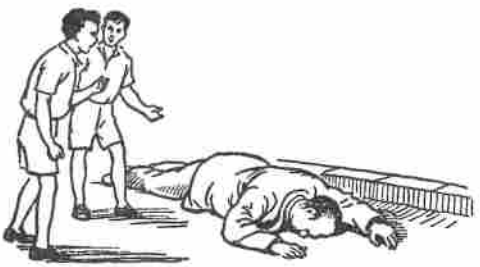
" I DIDN'T KNOW "



A. Late. The Pictures. Over there.

There was a man lying in the road: his eyes were shut: his face was grey.

Habib looked at him: " He looks very ill," he said.



" Let's go on," said Sami; " we'll be late for the Pictures. Someone will come by and help him."

" No; we must do something," answered Habib. " There's a house over there, across that big field. Let's carry him to it."

So they carried the man across the field, into the

house, and put him on a bed. There was no one in the house. Then Habib wrote a note, and Sami went with it to the doctor.

1. Where was the man lying?
2. Why did Sami want to go on?—" So as not to be . . . ."
3. Where was the house?
4. What did Habib send?—" A . . . to the ....."

B. Selfish. Only. /-self. At once. Move. (See that . . . .)

Sami was a selfish boy; he thought only about himself. He did not want to be late for the Pictures. Habib was unselfish: he wanted to help other people.

Now let us see what happened and what the doctor said. . . .

* * * * *

After some time Sami came back with the doctor. The doctor looked at the man: " He's dead. Where did you find him? "

" Over there, lying on the road," said Habib.

" And you carried him all this long way, across the field into this house? "

" Yes," said Habib.

"Aren't you a Boy Scout? When you find a man lying in the road like that, what must you do? Telephone for the doctor at once: don't lose time. Move him to a safe place at the side of the road. See that he is all right. Wait for the doctor—Don't carry him about."

"I didn't know," said Habib.

1. What sort of a boy was Sami?
2. What sort of a boy was Habib?
3. What did the doctor say about the man?
4. What should Habib do at once?
5. Where should he move the man?

C. (No use.) Right. Wrong. Hold (Held, Take hold of). (Running water.) Fast. (Seaman.)

It is no use wanting to help other people if you do not know how to help. You must know what is the right thing to do. You cannot help by doing the wrong thing!

* * * * *

There was a cry. A little girl had fallen into the river.

A boy jumped from the bridge into the water. He swam towards the child: he held the child up and began to swim back towards the bridge. But

the river was high and running very fast. He could not swim against it. The water turned him over on his back; his head went under the water.

A seaman jumped into the water: he swam to the boy. He took hold of the boy. He held up the boy and the child; and the three—the seaman, the boy, and the child—were carried away down the river.

At last, far down the river, they came to the side and were saved.

The seaman brought the boy and the child back to her home.

1. What must you know if you want to help others?
2. There was a cry. What had happened?
3. Where did the boy jump from?
4. Where did the boy begin to swim?—"Towards . . . ."
5. Who jumped in?
6. Where did they come to the side?

D. Brave. Try (tried). Nearly.
(You = *anyone*.) **(Bit by bit.)**

The child's mother said, " What a brave boy that was! That was a brave boy who tried to save my child. I want to thank him."

" He was a fool! " said the seaman. " That foolish boy made me jump in in my nice new clothes, and he nearly lost your child."

" What did he do wrong? " asked the woman.

" He did everything wrong! He tried to swim up the river. The river was high and fast. No one can swim up a fast river. You cannot do it: the water turns you over and your head goes under. You must go *with* the water and bit by bit get nearer to the side."

" He didn't know," said the woman.

" It's no use trying to help if you do the wrong thing. You must *learn* how to help others."

1. What did the child's mother call the boy?
2. What did the seaman call the boy?
3. What clothes had the seaman?
4. What must you not do in a fast river?
5. What must you do?—(*a*) go . . ., (*b*) get to the side . . . .

YOU NOW KNOW THREE-QUARTERS ($\frac{3}{4}$) OF THE WORDS IN THIS BOOK

Lesson Thirty-three. Exercises

A. Late. Early.

[*Ask and answer*]

1. If you come to school at [9.30] will you be early, or late?

[7.30, 8, 8.30, 10.]

2. When were you last late for school?
3. Was any boy in this class late today?
4. Who stays up latest in your home? Who goes to bed last?
5. Do you go to bed earlier or later than your young brother?

Over there: Just here.

[*Ask and answer, pointing with your hand*]

Where is [the sea]?
[The sea] is over there.
Where is [your desk]?
[My desk] is just here.
[your home; the river; the railway; the mosque; the window; the door; your book; your pen; (*name of boy*).]

B. /-self.

[*Copy this and write it from memory*]

I wash myself.
You wash yourself.
He washes **him**self. (**HIM**self.)
She washes herself.

We wash ourselves.
You wash yourselves.
They wash **them**selves. (**THEM**selves.)

[*Ask and answer*]

1. Have you ever cut yourself?
2. Where did you cut yourself?
3. In what can you see yourself?
4. Did you teach yourself to [swim]—or did some one teach you?

[read, walk, ride a bicycle.]

Do it yourself. Hair. Brush.

1. Do you cut your hair yourself—or does someone cut it for you?
2. Do you brush your own hair—or does someone brush it for you?
3. Do you clean your shoes yourself?
4. Do you dress yourself?
5. Do you cook your food yourself?
6. Have you got a bicycle? Do you clean it yourself?

Only

[*Say or write as many sentences as you can. Example:—*]

(*a*) I have [two eyes], but I have only [one nose].

[books—pen; arms—head; legs—body; shoes—hat.]

(*b*) A horse has [four legs] but a man has only [two].

[dog—bird; ant—cat.]

C. Fast. A, an (= *in each*). Miles an hour.

[*Look at the table : ask and answer*]

How fast does a . . . go?

	Miles an hour
Fast swimmer	3
Fast walker	7
Fast runner	15
Fast ship	25
Fast train	100
Fast car	150
Fast aeroplane	500

Hold (Held, Take hold of).

[*Oral drill*]

1. Take hold of your [pen]. What did you do?—" I took hold of . . . ."

2. Hold it in one hand. What did you do?—" I held it . . . ."

3. Hold it in the other hand.
4. Hold it in two hands.
5. Hold it up, over your head.
6. Hold it down, on the desk.
7. Hold it down, on the floor.

[book, pencil.]

Right. Left. (Right-hand side.)

1. Hold up your right hand.
2. Hold up your left hand.
3. Point to the right.
4. Point to the left.
5. Who is sitting on your right-hand side?
6. Who is sitting on your left-hand side?

Try. Until.

[*Translate the poem and learn it by heart*]

Don't say, "I can't"; but say, "I'll try":
You never know what you can do
Until you've tried. Say, "Do or Die!"—
Then DO!

[*Write this*]

One seaman—two sea**men**,
One fisherman—two fisher**men**,
One washerwoman—two washer**women**,

BUT!

One Boy Scout—two Boy Scout**s**.

You now know
788 words

Lesson Thirty-four. Dictation

A. [*Write three times*]

Early. Until [*one* l]. **Myself** [*no hyphen*]. **Brush.**

It is early morning. I stay in bed until I hear the bell. Then I get up and dress myself, and brush my hair.

B. [*Write three times*]

Washerman [*no hyphen*]. **Running** [—nn—].
Swimming [*two* m's]. **Seaman** [*no hyphen*].

The washerman washes the clothes in running water until they are clean. The seaman likes swimming in the sea.

C. [*Write three times*]

Right. Selfish [*no hyphen*]. **Wrong. People.**

It is not right to be selfish; it is very wrong to be selfish. Selfish people do wrong to others. Unselfish people try to do right and help others.

D. [*Write three times*]

The Pictures [*big* P] **Half an hour. At once.**

Jalal: "Come on. Let's go to the Pictures. If we go at once we shall be in time."

Jamal: "No; it's no use going now. The big picture began half an hour ago."

Lesson Thirty-five. Review

A.

1. He got to the school ten minutes before the bell rang; he was ... school.
2. He came ten minutes after the bell rang; he was....
3. This is a coloured ... (*a*) ... of a cart going along a narrow ... (*b*) ....
4. Can you see that man ..., far away?
5. Have you two brothers?—No, I have ... one.

B.

1. When you go out, please ... the door is shut.
2. I brush my hair ..., but I can t cut it ....
3. Come ...; or you will be late!
4. He is not a nice boy; he is very ... and never thinks of others.
5. $4 \times 12 = 48$: this answer is ... (*a*) ...; $5 \times 12 = 50$: that is ... (*b*) ....

C.

1. There was a lot of rain and the river was ... very fast.
2. Soldiers must be ... and never be afraid.
3. The mice ate the bread ..., and at last it was all gone.
4. The mice ate up the bread ... it was all gone.
5. One seaman, two ... (*a*) ...; but one Boy Scout, two ... (*b*) ....

D.

1. Munir has a very ... (*a*) ... car; it goes very quickly; it can go 90 ... (*b*) ....
2. Where is Karim? I can't see him.—He's ..., at my side.
3. Do not say, " I cannot do the work " ... (*a*) ... you have ... (*b*) ....
4. Look at your hair in the looking-glass! Did you ... it this morning?
5. When I write I ... the pen in this hand.
6. Habib ... the dog and I cut its hair.

Lesson Thirty-six

YOU CAN NOW READ FOUR BOOKS

A. Meaning. Word. (See if.)

You can now read four books of stories, and you will find that you know *all* the words in those books except

eight words. I am going to tell you the meanings of these eight words in English, and you should see if you can say what is the Arabic word.

1. **Beard**—hair growing on the face below the mouth.
2. **Fairy**—a person (in stories) like a man or woman, but very small. Fairies are able to fly and to do magic things.
3. **Fox**—an animal which looks like a dog. Its hair is red. It runs very fast. It lives in a hole and kills hens. Men on horses ride after foxes and kill them.
4. **Giant**—a very big man. You read about giants in stories.

B.

5. **Lane**—a very small road in the country.
6. **Monkey**—an animal which lives in trees in India and other hot countries. It moves about in the trees, using its arms. Monkeys are the animals which are most like Man.
7. **Rabbit**—a small animal with soft hair, long ears, and long back legs. Rabbits live in holes near fields and eat the plants growing in the fields. They have very many young ones.
8. **Wolf**—an animal like a big dog: wolves live in cold countries where there is ice and snow. Many wolves go about together, and they sometimes kill men.

The four books which you can now read are:

(*New Method Supplementary Reader I.*)

Seven Famous Fairy-tales.
Nine New Fairy-tales.
Fables and Fairy-tales.
Seven Little Plays.

You now know 800 words

Lesson Thirty-seven

VERB RHYMES

A.

I'll tell you a story—the story was **told**:—

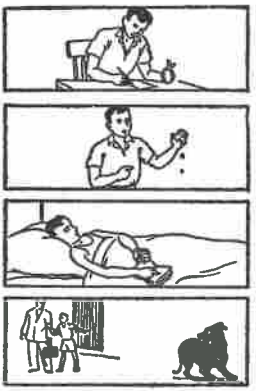
I'll sell my house—the house was **sold.**

A rich man will buy it; the house was **bought.**

He'll bring me the money; the money was **brought.**

B.

I **wrote** a letter—the letter was **written**
To tell the doctor my hand had been **bitten.**
"Go and lie down," the doctor **said.**
So all the day I **lay** on my bed.
The black dog **bit** it! All day I have **lain**
On my bed. I won't play with that dog again!



C. While. Sound.

My horse at night in the hut was **kept.**
A thief **broke** into it while I **slept.**

The thief **rode** my horse; the horse was **ridden**

Away to the forest, and there it was **hidden.**

I **stood** in my garden: I **heard** a sound:

The servant was calling, "Your horse has been **found**!"

D.

The bird **grew** big. How big it has **grown**!

It **flew** away: away it has **flown**.

" I'll get a gun. When a gun I've **got**

I will shoot that bird!"—So the bird was **shot**.

E.

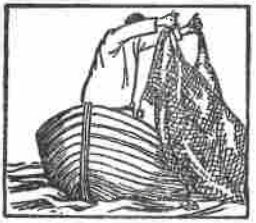
The lazy boy to the school was **led**:

He **read** the book; the book was **read**.

He **learnt** the lesson: the lesson was **learnt**.

Then he **burnt** the book, and the book was **burnt**!

F.

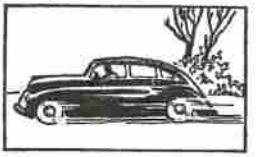


He **threw** his net; the net was **thrown**;
But he got no fish; for he should have **known**
That you can't catch fish where no fish are **caught**.—

I've **tried** to teach him; he *has* been **taught**,
But "I think I am wiser than father," he **thought**.

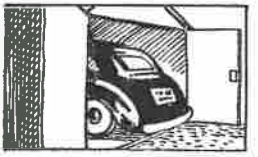
G.

I **gave** him a car; the car was **given**.



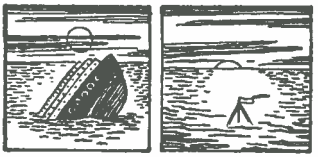
He **drove** the car; and the car was **driven**—

Driven into a tree. His face was **cut**,



And back in the garage the car was **put**.

H. Officer. Wine. Beat (beat, beaten).



Sink (sank, sunk).

The seaman was sleeping: the officer **spoke**:

" Can you hear me speaking?"—
The man **awoke**!

" I **ate** no food," said the man;
" I've not **eaten**.

I **drank** no wine; no wine I have **drunk**.

And now for sleeping I shall be **beaten**!"—

But the ship was **lost**! The ship was **sunk**.

You now know 808 words

[*Notice these groups*]

	He—	**He—, He has—**
1.	brings	brought
	buys	bought
	catches	caught
	teaches	taught
2.	builds	built
	burns	burnt
	learns	learnt
3.	keeps	kept
	sleeps	slept
4.	cuts	cut
	hits	hit
	lets	let
	puts	put
	shuts	shut
5.	sells	sold
	tells	told

	He—	**He—**	**He has**
6.	speaks	spoke	spoken
	breaks	broke	broken
	steal	stole	stolen
7.	drives	drove	driven
	rides	rode	ridden
	writes	wrote	written
8.	throws	threw	thrown
	grows	grew	grown
	knows	knew	known
	flies	flew	flown
9.	drinks	drank	drunk
	sinks	sank	sunk

PART III

Lesson Thirty-eight

HOW TO READ

A. Important.

Some people read every word; they know the meaning of every word; but when you ask, "What have you read?" they cannot say.

Look at a hen eating. She takes out little bits of food from the dust. She pushes away the dust and little stones and first looks for the big bits of food and eats them. Then she looks for the smaller bits.

There are many words in a book. Some of the words are very important: those words tell the story. The other words are not so important. Some are not important at all.

B.

Read this, and find the four words which tell all that it says—only four words:

> Walid lived a long time. He was a very old man when he died: he was a hundred years old when he died.

Now read this. Find the three most important words:

> Ibrahim was very angry. He looked at Munir, but said nothing. Then he took out a gun. He pointed it at Munir. "Now!" he cried, "now you shall die"; and Ibrahim shot Munir. Munir fell dead on the floor.

This next thing is written on a box of bean-seeds. Find the seven important words:

> Beans are very good food and are easy to grow if you plant them in the right way. The seeds should be planted in April, six inches apart and two feet between the lines. The beans will be ready in September or October. They are very nice boiled with meat.

C. As if.

When you read, look for the important things; do not be like a hen which eats dust and stones with its food! Make a line under the important words. If you do not want to make marks on your book, move your finger under the words as if you were marking the words.

After reading one piece of the book (A, or B, or C), think, "What has this told me?" Tell it to yourself. Do not use the words of the book. Tell only the important things. Tell them in your own words.

The questions on the next seven lessons are not printed in this book: they are in the Teacher's book. So you do not know what they are. You must hink what the questions will be. If you find the important things. you will find the answers to the questions.

D. Iron. Steel. Metal.

In the Reading Books, and in other books (not school books) which you will read as you learn more English, you will find some words which you do not know.

In Lesson 36 you were given nine words which were in the four Reading Books of Fairy Stories: Fairy, Fox, Giant, Rabbit, Wolf, ...

These are not important words. You will remember their meanings if you read those stories; if you do not read those stories you may not remember the words.

When you meet a new word outside the Class book, ask yourself: " Is this word useful? Do I want to remember this word? Will I see this word again?"

" Hat " is an important word; many people have hats. " Helmet " is a hat made of iron or steel or other metal. " Helmet " comes in *Ousama*, Reading Book I. It is an important word in that story, but it is not important outside the story; so do not try to remember it. But remember the words Iron, Steel, Metal: many things are made of iron or steel or other metal. Knives and axes are made of steel. Gold is a metal. There are many other metals.

[*Questions and answers on Lessons 39 to 45 are given in The Teacher's Book*]

You now know 813 words

Lesson Thirty-nine

THE BELL

A.

Rule—

A rule tells what you must do, or must not do.
It is a rule (in many countries) that all motor-cars must go on the right-hand side of the road.

Sail—

This is a sailing ship. It has sails.
" The ship has sailed " = the ship has gone.
" The ship is sailing " = the ship is going.
When we speak about a ship we say " She ", " Her " (*not* " It ").

The Pacific Ocean—

—the very big sea on the west side of America.

My name is Ned Clark.

My father and mother, Tom and Mary Clark, were lost at sea when I was only eight years old. I remember my father very well. He was a big man. I remember what he said to me on that last evening before he went away and never came back:

" Ned," he said, " you must grow big and strong and be a seaman like me. When you are a seaman you must remember the Rule of the Sea—' One seaman must always help another '."

Next morning my father and mother sailed to the Pacific Ocean on a ship named *The White Bird.* The ship was lost, and all who were in her.

B.

Part—

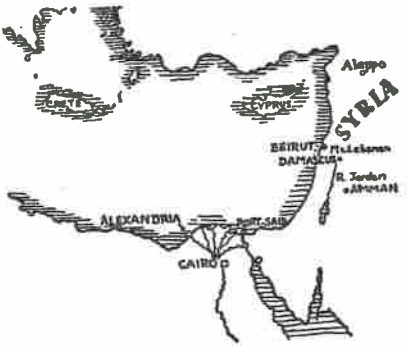
Half of a thing is one part of it. A quarter of a thing is one of the four parts of it: three-quarters = three out of four parts.

Island—

—a piece of land with sea on all sides of it.

Map—

This is a map; it shows where places are.



I first went to sea in a ship named *The Ocean Queen.* We were sailing to places in the Pacific Ocean. For the first month all went well. Then something happened. That is the thing which I am going to tell you about.

We were sailing in that part of the Pacific where there are hundreds of small islands. There are so many little islands that the maps did not show them all. There are better maps now; but this happened a long time ago

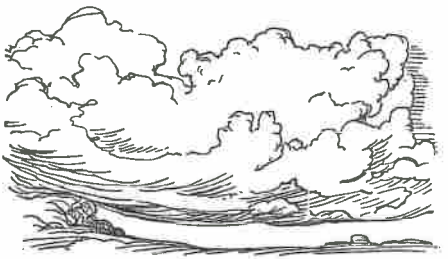
C.

Wind—

The wind makes the trees move.

Cloud—

The wind drives the clouds over the sky.



Captain—

—the head officer of a ship.

It was very hot. There was just enough wind to move the ship. The sky was blue; there were no clouds in it. The sea was like glass.

Then the sun went down, and the sky was very red. The ship stopped; there was no wind. The Captain looked at the sky. He said, " This will not last. There will be rain and wind before morning."

The night was hotter than the day: no one could sleep. When morning came I saw a little cloud in the north. It grew bigger and blacker.

" Take in all sails! " cried the Captain.

Just then a great wind came; it pushed the ship over onto her side.

D. Then the rain came; it was like a river falling on us from the sky. The sea beat against the ship and came over us from end to end. The wind drove the ship before it. The sky was black as night and we did not know where we were going.

All that day we were driven by the sea and the wind.

When evening came the wind was not so strong. We put up the sails again.

The Captain said, " This sea is full of little islands and I do not know where we are. We may be driven onto one of those islands. There may be an

island to the east or west, at the side or in front of us. May God keep us safe! "

Just then we heard it: we heard the bell!

E. We heard the sound of a bell. It seemed to come from just in front of the ship.

" That is a ship's bell," said the Captain. " They need our help! "

The ship stopped. We waited. The daylight had gone; we could not see any ships.

The bell sounded again: *Clang! Clang! Clang!*

" The ship is very near," said the Captain. " But there is no light. She has no lamps. . . . We must wait till morning; then we shall see her."

F. All night we heard the bell: *Clang! Clang! Clang!* Sometimes we heard only the sea against our sides. Then the wind came and we heard the bell again: *Clang! Clang! Clang!*

Morning came at last. The Captain looked all round: " I can't see a ship," he said. But just in front of us there was an island. If we had sailed on last night, our ship would have run onto it! It was a good thing that we stopped and waited for morning!

" I'll send a boat to the island," said the Captain.

"From the top of that hill we will see where that other ship is. She may have run onto the island."

G. We went to the top of the hill. There was no ship. Then, as we turned to go, the wind came and we heard the bell: *Clang! Clang! Clang!* It was very near. It was somewhere in those trees.

I ran towards the sound. Then I saw the bell, and I saw the rope from it to the top of the biggest tree. As the wind moved the tree it rang the bell. Near the bell there was a little hut. Behind the hut there was a stone:

I looked at the name on the bell:

1801! Twenty years ago my father put up that stone over my dead mother. My father had died somewhere in the forest. There was no one to put a stone over his dead body. But before he died he put that bell to save other ships from running onto that island not shown on the maps.

That is the Rule of the Sea: One seaman always helps another.

You now know 822 words

Lesson Forty

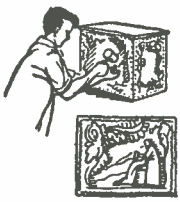
CEDAR-TREES

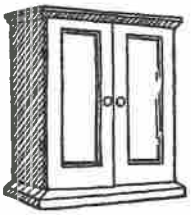
A. Afterwards. Subject. Fact.

When you read a story, you read it quickly because you want to know what happens next. You do not try to remember everything in the story. You may not remember anything of the story afterwards. This is Reading as Play: it is like going to the Cinema.

There is another sort of reading—Reading as Work. Here you are reading a lesson about some subject. You are reading to get facts. You want to remember the facts. If you read too quickly, you may not remember some important facts; you will not learn the subject of the lesson.

This lesson is on the subject of Cedar-trees. I shall tell you some facts about Cedar-trees. Don't read it too fast. As you read, ask yourself, "Is this fact important?" Ask yourself, "Which facts must I remember?" Think over the subject and ask yourself, "What have I learned?"





B. Carve. Straight. Cupboard.

There are many sorts of Cedar-trees. The Cedars of Lebanon are the most beautiful Cedars. Some people say that the Cedars of Lebanon are the most beautiful of all trees.

There are Cedar-trees in America. These are not the same as the Cedars of Lebanon. They are not so beautiful, but they have a very nice smell. The Cedar-tree which grows in India is called the Deodar. It is a very big tree. The Indians call it "The God tree," because it is so big and so beautiful.

The wood of the Cedar-tree is very useful. (1) It has a beautiful red colour; (2) it has a nice smell; (3) it is easy to carve; (4) it is very straight. (A wood-worker wants a nice straight piece of wood for a box or cupboard or table.); (5) the smell of Cedar-wood keeps clothes safe. So cedar-wood is now used for clothes-cupboards and clothes-boxes. Think: what have you learnt about other Cedar-trees?—about Cedar-wood?

C. Leaf (leaves).

Branch.

The Cedar-tree does not lose its leaves in the cold part of the year. It grows new leaves all through the year. As a new leaf grows, an old leaf falls off.

A Cedar has two sorts of flower—"man"-flowers (*male* flowers) and "woman"-flowers (*female* flowers). They do not grow on the same branch; the male flowers are on one branch; the female flowers are on another branch.

This is the seed of a Cedar-tree. You can see that it is not a round ball like other seeds. A round ball would fall just under the branches: it cannot grow there. The seed of a Cedar is made like a little bird, so that the wind carries it away from the tree to a place where it can grow.

What have you learnt about the leaves?—about the flowers?—about the seeds?

D. Lift. Poem. Pray.

There were once thousands of trees in the forest on Lebanon. One hundred years ago there were only five hundred trees. Now there are not so many.

Men cut the trees down to make boxes and tables, and they did not plant new trees in their place.

It is a very bad thing to cut down a tree. Some Cedar-trees are 2,500 years old. In one day a man with an axe kills a beautiful thing which God took 2,500 years to make.

Learn this poem (" lovely " means " beautiful ").

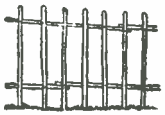
I think that I shall never see
A poem lovely as a tree,
A tree that looks to God all day
And lifts her leafy arms to pray.—
Poems are made by fools like me,
But only God can make a tree.

(*Part of a poem by Joyce Kilmer.*)

You now know 833 words

Lesson Forty-one

ESCAPE



A. Prison (Prisoner). Fence. Escape.

[*Read this story quickly. It is "Reading as Play"*]

My name is Fares. In the year 1944 I was a soldier. I was taken prisoner and put in a big prison with many other soldiers. This story tells how I escaped from the prison and what happened to me afterwards.

There was a great fence round the prison. There were gardens and fields inside the fence. We were made to work in the fields and gardens and grow our own food. It was not hard work; we had all the food we wanted; our rooms were not bad; but I wanted to get out! I wanted to escape and go wherever I wanted. Every day I thought, "How can I escape from this prison? How can I escape?"

At last I thought of a way. Each man in the

prison had his own piece of work to do. My friend Salim went round every day with a truck. On the truck there were boxes. These boxes were filled with paper and fallen leaves and dead plants from the garden and things thrown out from the Cook-house. He took this truck to the gate. There some soldiers got into the truck and drove it out of the gate. The paper and leaves were burnt or thrown into a hole. I didn't know what happened to them. But I knew how to escape!

B. Life.

I am not a big man. All my life people have laughed at me because I am so small. I said, "I will get into one of those boxes. The soldiers will carry me out of the prison in the box. They may not stop: they may go straight to the place where they burn it or throw it into a hole: then they will find me, and shoot me. But the truck may stop before they get there; while the soldiers are not looking, I will get out of the box and run away and hide."

I asked my friend Salim to put nothing in one of the boxes. I got into the box: Salim put on the top, but he did not put it down hard, so that I could soon open it again.

After a long time the truck was driven away. It came to the gate. I heard the soldiers talking. Then the truck moved on. I heard the gate being opened. The truck was driven through the gate.

I had escaped! I was outside the prison.—But I was still in the box!

C. Shout.

The truck went on—and on—and on. " Will it never stop? Will it go straight to the burning place? "

At last the truck stopped. I heard the soldiers get down. One of them said, " Come and have a drink." I heard them going away. I looked out and saw a small hotel on the other side of the road. On this side there were trees.

I waited. Then I quickly got out of the box; I ran and hid in the trees. No one had seen me. I went on, through the forest. At last I saw open fields. I thought, " I am dressed as a prisoner. I cannot go out into the open fields. Someone will see me. But I must go on. What shall I do? "

I went out and began to walk over the field. Then I heard a noise. I heard shouts. I heard men shouting and the sound of horses. I thought,

"The soldiers in the prison have learnt of my escape. They are coming after me with horsemen!"

I ran back into the forest.

The noise came nearer. I looked out.

D. A huntsman. To hunt. Cap.

The men were not soldiers. They were not riding after me. They were huntsmen; they were hunting. The men were all dressed in green coats and green caps. The huntsmen rode by, very fast.

There was a fence round the field. The horses jumped over it, one after another. But the last man fell. The man lay on the ground, not moving. His horse got up; it stood near him, pushing at him with its nose as if asking, "Why are you lying there?" But the man did not move.

I ran out; I thought, "I must help him." . . . But he was dead!

Then I knew what I must do. I took off his green coat and cap and all his clothing and put them on. I put my prison clothes on the dead man. I got on

his horse, turned round and rode away—eastwards. The huntsmen had gone to the north. Not many miles away to the east there was another country. "In that country I shall not be a prisoner. They will not send me back to prison."

E. Rode **for my life.** **Stream.**

I rode on. After some time I heard a sound far away. It was the noise of the huntsmen coming back. They had found the dead man. They had seen my prison clothes! They were hunting me!

I rode for my life. In all my life before that and after, I have never been so afraid. I rode to save my life; but the noise was coming nearer. Then my horse fell. I must go on, on foot. They had dogs. "The dogs can come after me wherever I go. They can smell where I have been."

There was a stream. I jumped into it: "Dogs cannot smell me in running water!"

Then I saw something. I was saved! I saw some clothes at the side of the stream, and a boat, and a man swimming in the water. He was upstream from the boat; the water ran from him to-

wards the boat, and he could not see the boat from the place where he was swimming.

I quickly put on his clothes. I got into the boat and went down the stream.

F. **Waterfall.** **Loss.**

The man did not see me go, and the sound of the water hid any sounds which I made.

Soon I was far away. The stream was fast. Once a soldier came and shouted, "Have you seen a prisoner in a green coat?" "No," I shouted, "no!"—and the stream carried me quickly on. It went faster and faster, and I thought, "This stream may come to a waterfall; the boat will go over and be broken to pieces, and I shall lose my life. Or the stream may come to a city where there are soldiers looking for me. The man bathing has told them about the loss of his boat. They will catch me and shoot me."

Then I thought, "I will wait and see what happens; I will see where this stream goes. The sky is red behind me; so I am going eastwards.

This stream may go out of this country to a place where I shall be safe."

G. Lake.

Oars.

To row.

The day-light was going. The stream went faster and faster.

Then I saw in front of me a great lake. In the lake there was a very small island. I took the oars and rowed. I rowed hard. I rowed on, and on. The island was still far away.

I rowed on. . . . I could hardly move my arms. " I cannot do it! The wind will carry me back to the place I came from! "

Night came. I rowed on . . . on . . . on.

At last my boat ran up onto the sand. I got out. I fell at the foot of a tree; and slept.

* * * * *

" Who are you? Get up! " An old woman was pulling at my arm.

" Where am I ? " I asked. She told me.—I had escaped! The island was not in the country where I was prisoner. She gave me food. Then she said, " My man and I live here alone. There is a

lot of work to do. You can work here and live in a hut near our house."

* * * * *

All that happened ten years ago. I am still living on the island. I sleep in a hut; there is very little food. I work very hard, harder than in the prison. But I am happy here. I love this place—the green trees, the sound of the lake, the moving clouds and the water-birds which come and go. I love the old people whose servant I am.

I never go away: so I am still a prisoner! When you know that you can go away when you want to, you don't want to go.

You now know 848 words

Lesson Forty-two

HELEN KELLER

HELEN KELLER

A. Examination. Born.

You can see and hear, but sometimes you find it hard to learn English and to get through your examinations.

This is the story of a girl who could not see or hear, but she went to school; she did very well in her examinations; she learnt Latin and Greek and French and has written nine books—or more.

Helen Keller was born in 1880, in U.S.A. When she was nineteen months old she was very ill. After the illness she could not see or hear.

When she was six years old her father and mother got a teacher for her. This teacher was Ann Sullivan.

B. Doll.

Finger.

Pin.

The teacher came. Helen went to Ann Sullivan's room. Ann Sullivan was taking her clothes out of her box and putting them away. She let Helen stay and help her. Then she gave Helen a beautiful doll: its eyes opened and shut. She took Helen's hand and made the letters D-O-L-L on it with her finger. Then she made Helen move her finger in the same way—D-O-L-L. Helen ran down and showed the doll to her mother and moved her finger, making the letters D-O-L-L.

That afternoon Helen learnt Pin and Hat. But she did not know that everything had a name. She did not know that, by learning their names, she could know about those things which she could not see or hear. In two weeks she learnt about twenty words.

One day Ann Sullivan tried to teach Helen the words

Milk and *Mug* (a mug is a big cup with straight sides, used by children), but Helen did M-U-G for "milk" and M-I-L-K for "mug." Ann Sullivan did not know how to make Helen learn this. Then she took Helen out of the house. A man was getting water. She made Helen put the mug into the water and she wrote W-A-T-E-R on Helen's hand. Then Helen knew: "Everything has a name!" She thought, "I will learn the names of everything!"

C.

On that day Helen learnt "Mother," "Father," "Sister," "Teacher." She went on, day after day, learning the names of trees and flowers and animals and learning about them.

Then she learnt to read: the letters were pressed up in strong paper. She put these letters together to make words: that was her first way of writing.

After some time she went to a school for children who could not speak, and she learnt to speak. She learnt how to hold her mouth and make the sounds. She could not hear the sounds, but she learnt to make them.

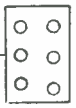
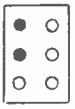
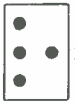
One day she went to the sea. She had never seen the sea. She ran into the water, but her foot hit a stone and she fell, and the water came over her head. She was afraid and would not go into the water. But some days after that she was brave again, and all through her life Helen Keller loved the sea.

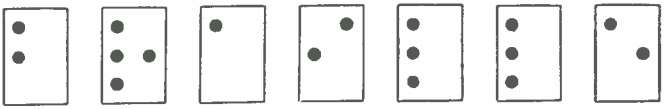
D. Blind.

Helen had to read many books to get through her examination. It was the same examination as the

examination of other children who could see. How did she read all those books? Were they all made of pressed-up letters?

Louis Braille was a Frenchman. He was born in 1809. He became blind when he was three years old and afterwards he became a teacher of the blind. He found a way of reading and writing for the blind: it is called "Braille". Thousands of books have been made in Braille. Blind people write to each other in Braille. A blind boy or girl can get all the books needed for an examination written in Braille.

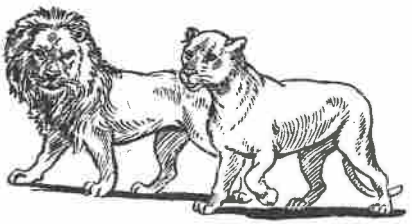
The only thing which you need for writing Braille is a pin! You make holes in the paper with the pin. These holes make little hills on the other side of the paper. The blind reader moves his finger over the little hills and reads. There are six places in which you can make a hill for each letter:—  This is B  : it has two hills on the left. This is R  : three hills on the left and one on the right.

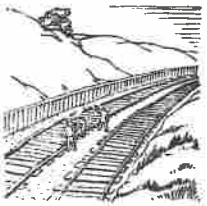


You now know 852 words

Lesson Forty-three

THE LIONESS





A. Lion, Lioness. Railway. Wild.

My name is Ann. I'm going to tell you about the time in all my life when I was most afraid. Fred works on the railway: I'm Fred's wife. We have a little daughter, Lucy. We live in a little house far from any village or other town.

On the day of the Great Rain, Fred had to go to the city. It was a beautiful summer morning when Fred set out. But in the afternoon black clouds came over the sky: then the rain fell—more and more rain! The little stream near our house became bigger and bigger. Branches of trees were carried down, and dead sheep and cows, pieces of a wooden hut, and tables and chairs. Someone up in the hills had lost his home—and may have lost his life. I thought, " What will the wild animals do down in the forest?—It is all one big lake ! "

At last the rain stopped. Lucy was sitting in the big chair playing with a doll. I went into the other room (Fred's room). After a time Lucy called out to me, " Mother! Come and look! . . . Mother! "

B. Baby.

I ran back into the room. " What is it, Lucy? "

" Something has brought a *kitten* (a kitten is a baby cat) and put it in the hut. It's in the box of fire-wood. The mother jumped in through the window of the hut," said Lucy. " I saw it! "

The hut was built on to the side of the house, and there was a window in the room which opened into the hut.

" You think that you saw something," I said. " But you shall see that there is nothing there." I took her hand and opened the door into the hut and went in.

I was wrong! There was something in the wood-box. I put out my hand and touched it. It was a baby lion !

I knew a baby lion when I saw one: it was not the first time I had seen a baby lion. We went back

quickly into the house. We went into Fred's room: it had no window opening into the hut. But after some time I said, "I must go back into the other room to get some food. You must stay here, Lucy."

C. I went to the window and looked into the hut. The baby lion was still there. As I looked, something came through the window of the hut. It was the lioness bringing another baby!

* * * * *

Next morning I heard the sound of the hens and of the two dogs, Pete and Bet. They all wanted their food, but I could not go out to give it to them. I was afraid to go out.

Evening came. They called out more and more for food. The little birds—the young ones—would die in the night if I gave them no food. Lucy cried out for water, but we had no water in the house.

At last I took food for the hens and the dogs and a pot for water, and I went out, shutting the door to keep Lucy safe.

I opened the door of the hen-house and threw in the food. One foolish bird ran out. I ran after her and caught her. I turned round to take her back to the hen-house then I stood, not moving.

My face and my hands were cold. My eyes were wide . . . The lioness was standing near the door of the house—looking at me.

D. **Chain.**

I wanted to turn and run, but I knew that I must not do that. I began to walk slowly backwards, keeping my eyes on the lioness all the time.

The dogs! If I could get as far as the dogs I could let them go: they could save me. But if they did not, and I did not get so far, what would happen to Lucy?

I moved on—backwards; and the lioness came forwards. She was nearer to me now—nearer.

The lioness came nearer and nearer as I moved back. She was so near now that I could see the evening light on the hairs of her back.

Just in front of the dogs' hut there was a little tree. I put my hand back and touched it. As I came round the tree the dogs saw me and I heard them trying to come to me: they wanted their food, but their chains held them.

Then I turned and ran. It was a foolish thing to

do, but I could not stand face to face with the lioness any more.

I thought, " Now she will jump onto my back, and I shall be killed."

E. Now I had my hand on Bet's chain. I could not open it to let her go: my hands were cold and foolish.

Still the lioness did not come round the tree. Why did she not come?

I looked back. I saw something moving down the hill.

At last Bet was off the chain. I stood up and looked. There was the lioness going away down the hill carrying one of her babies in her mouth.

That night the lioness came and carried away the other baby.

Why was she so afraid of the dogs? Why did she run away from the noise of the dogs? Why did she not come round the tree and kill me before the dogs were off their chains?

I knew the answer now!—

F. **Friendly. Fight.**

Three years ago Fred found a baby lioness: the mother had been killed on the railway.

We put the baby lioness in the hut. She slept in the wood-box. We named her Mary.

Mary was friendly with the goat and the hens and the cat and with us, but not with the dogs, Bet and Pete. Bet and Pete never liked her.

Mary was with us for about a year. Then one day she was playing with the goat. The goat went near the dogs, and the dogs jumped out on Mary. There was a great fight.

I saw Mary run along in front of my window after the fight. She was not our Mary any more. She had grown up. Her eyes were red and angry. She went towards the hut; then she turned away and ran down the hill into the forest, and did not come back.

" Yes," said Fred, when he came back from the city, " that was Mary. But you were right to be afraid. For two years she has lived in the forest with the other lions. She was a wild animal; she would have killed you, but she was still afraid of the dogs."

You now know 859 words

Lesson Forty-four

THE STORY OF THE CAMEL

A. Where do camels come from? How did they begin?

The first of all camels was a little animal about as big as a rabbit and he lived in Siberia. That was 50 million years ago when the countries in the north were hot and were covered with forests.

Now look at the map. You can see that Siberia and North America are not far from each other. There is only the Bering Strait between. There was land across the Bering Strait then. The first little camel went over the Bering Strait into North America, which was then a hot country covered with forest.

Millions of years went by. The camel became a bigger animal. Thirty million years ago the camel was as big as a sheep.

Twenty million years ago and the camel looked like this. This is a Llama. There are Llamas in South America now. But the camel became bigger.

Ten million years ago camels looked very like camels, but some were bigger, and some were more like Llamas.

One million years ago the camel looked like a camel of today, but his feet were smaller and harder.

B. Some of the camels stayed in North America; some went back over the Bering Strait into Siberia.

Those northern countries became colder—and colder —and colder.

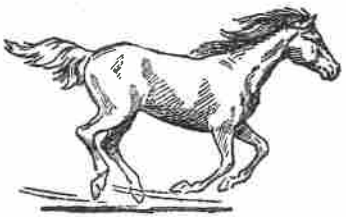
The camels in North America moved southwards—south—south—south; at last they came to California. The American Indians hunted them and killed them for food. The last American camel died in California one thousand years ago.

AMERICAN INDIANS

The other camels moved southwards too. As Siberia became colder and colder they moved southwards and came to Bactria (this was the name for part of Afghanistan). Some of them went westwards and came to Egypt and North Africa.

Hump.
[*outside word*]

Now we get a question to which no one knows the answer. Why have the Bactrian camels two *humps*, but the other camels have only one? Did the first camels have two humps, but later one hump was lost? Or had the first camels one hump and the Bactrian camels (who live in a cold country and have longer hair) got another hump? Or did the first camels have no hump, and, of those that came after, one sort has two humps and another sort has one hump? No one knows the answer!



C. **Galloping.** **Pound** (*weight*). **End.**
[*outside word*]

A camel used for riding goes about ten miles an hour; if it goes as fast as it can (if it *gallops*) it can go twenty miles an hour, but it does not like galloping. A camel used for carrying things can carry 1000 pounds (450 *kilograms*), but only half of that if it is going far. A

camel can go without water for four days; a camel once went without water for ten days and lived; but not many camels can do that.

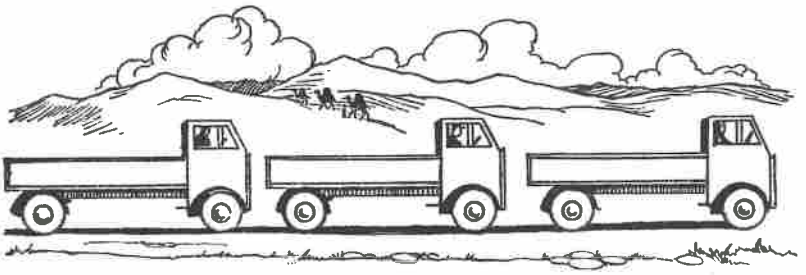
A camel can drink 20 gallons (91 *litres*) of water at one time.

A camel is a wild animal. It has always been wild; it is still a wild animal. Dogs, horses, donkeys are not wild: they are wise and have learnt to be Man's friend and his servant. But the camel let itself be used by Man only because it is so foolish.

More and more trucks are now doing the work of camels. Soon all the camels may be dead because the trucks have driven them out.

Siberia — Canada — Siberia — Afghanistan —Africa ... and then the trucks came and no one wanted camels any more! Will that be the end of

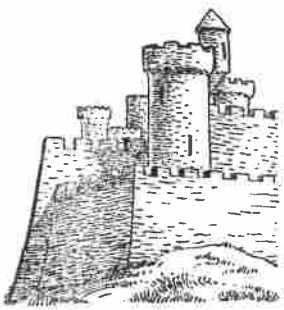
the story
of
the camel?

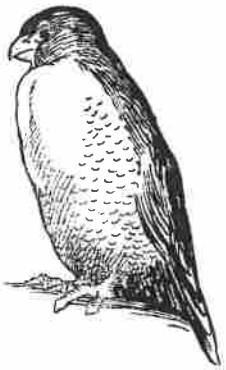


You now know 861 words

Lesson Forty-five

OUSAMA





Castle. **Uncle.** **Falcon.**

You can now read " The Life of Ousama written by Himself." There are not many new words in it and all the meanings are given. You can read this book as play; and you can show how well you can read English. It is a very good book: your father may want to read it, too.

Ousama was born 900 years ago. He lived in the time of the Crusades. He lived with his father and his uncle in their Castle at Shaizar, near Hama. He tells about his life as a boy, about hunting with *falcons*, about fights with the Crusaders, about

fighting in Cairo. He tells how he was driven away from Cairo and came at last to Damascus.

He was a friend of Saladin. You will like this book.

YOU NOW KNOW 863 WORDS—ALL THE WORDS IN THIS BOOK!

List of the Irregular Verbs

He—	He—	He has—
B		
beats	beat	beaten
begins	began	begun
bites	bit	bitten
breaks	broke	broken
brings	brought	(brought)
builds	built	(built)
burns	burnt	(burnt)
buys	bought	(bought)
C		
can	could	—
catches	caught	(caught)
comes	came	come
cuts	cut	(cut)
D		
does	did	done
drinks	drank	drunk
drives	drove	driven
E		
eats	ate	eaten
F		
falls	fell	fallen
finds	found	(found)
flies	flew	flown
G		
gets	got	(got)
gives	gave	given
goes	went	gone
grows	grew	grown
H		
has	had	(had)
hides	hid	hidden
hits	hit	(hit)
holds	held	(held)
I		
is	was	been
K		
keeps	kept	(kept)
knows	knew	known
L		
(She) lays (an egg)	laid	(laid)
He leads	led	(led)
learns	learnt	(learnt)
lets	let	(let)
lies	lay	lain
lights	lit	(lit)
loses	lost	(lost)
M		
makes	made	(made)
P		
puts	put	(put)
R		
reads	read	(read)
rides	rode	ridden
rings	rang	rung
runs	ran	run

He—	He—	He has—
S		
says	said	(said)
sees	saw	seen
sells	sold	(sold)
shoots	shot	(shot)
shows	showed	shown
shuts	shut	(shut)
sinks	sank	sunk
sits	sat	(sat)
speaks	spoke	spoken
steals	stole	stolen
S		
stands	stood	(stood)
swims	swam	swum
T		
takes	took	taken
teaches	taught	(taught)
tells	told	(told)
throws	threw	thrown
W		
wakes	(a)woke	(a)woken
writes	wrote	written

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MICHAEL WEST.

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The story "The Lioness" is abridged from "Uninvited Guests," by Naomi Shephard, from *Fifty-two Stirring Stories for Girls*, published by Messrs. Hutchinson & Co. Ltd.

This Classbook is accompanied by an Arabic Companion for the use of the pupil and also by a Teacher's Handbook.